

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FLORIDA CITY ELEMENTARY SCHOOL

District Name: Dade

Principal: Catherine Krtausch

SAC Chair: Sherri Beall

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/7/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Catherine Krtausch	BS: Advertising, University of Florida M. Ed: Elementary Education, Nova Southeastern University; Educational Leadership, Nova Southeastern University	3	8	'12 '11 '10 '09 '08 School Grade C D C A C AYP N N Y N High Standards Rdg. 35 58 57 68 51 High Standards Math 48 68 71 80 66 Lrng Gains-Rdg. 62 56 57 65 53 Lrng Gains-Math 64 64 62 77 65 Gains-Rdg-25% 66 46 50 61 45 Gains-Math-25% 72 64 70 90 67 AMO Reading - 40 AMO Math - 49
		BS: Early Childhood Education Education/ESOL Endorsement, Florida International University			'12 '11 '10 '09 '08 School Grade A A AYP Y Y

Assis Principal	Maria Arbiol	M.S.: Reading K-12, Nova Southeastern University National Board Certificate: Early and Middle Childhood/Literacy: Reading-Language Arts Certification in Educational Leadership, UNC	1	1	High Standards Rdg. 89 90 High Standards Math 84 87 Lrng Gains-Rdg. 79 75 Lrng Gains-Math 70 59 Gains-Rdg-25% 74 62 Gains-Math-25% 56 51 AMO Reading - 40 AMO Math - 49 • Working out of state from 2009-2012
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Angella Gibson Carvalho	BS: Elementary Education 1-6, Barry University M. Ed: Reading K-12, Barry University E.S.O.L endorsement	10	3	'12 '11 '10 '09 '08 School Grade C D C C B AYP N N N N High Standards Rdg. 35 58 45 50 54 High Standards Math 48 68 56 61 66 Lrng Gains-Rdg. 62 56 60 60 58 Lrng Gains-Math 64 64 58 58 67 Gains-Rdg-25% 66 46 56 56 60 Gains-Math-25% 72 64 72 72 75 AMO Reading - 40 AMO Math - 49
Reading	Lillian Harmon	BS: Music Education, Pennsylvania State University M. Ed.: Educational Leadership, Florida International University Certification in Educational Leadership Certification in Elementary Education 1-6: Florida International University	2	4	'12 '11 '10 '09 '08 School Grade C D A A A AYP N Y Y Y High Standards Rdg. 35 58 83 86 81 High Standards Math 48 68 81 79 73 Lrng Gains-Rdg. 62 56 72 65 79 Lrng Gains-Math 64 64 67 78 72 Gains-Rdg-25% 66 46 70 82 72 Gains-Math-25% 72 64 70 81 73 AMO Reading - 40 AMO Math - 49
Math	Laura Bowers	BS: Elementary Education, Florida International University Certification in Elementary Education 1-6: Florida International University	21	3	'12 '11 '10 '09 '08 School Grade C D C C B AYP N N N N High Standards Rdg. 35 58 45 50 54 High Standards Math 48 68 56 61 66 Lrng Gains-Rdg. 62 56 60 60 58 Lrng Gains-Math 64 64 58 58 67 Gains-Rdg-25% 66 46 56 56 60 Gains-Math-25% 72 64 72 72 75 AMO Reading 40 AMO Math 49
Science	Sherri Beall	Med. Texas Christian University, Elementary Ed / Spec. Reading BW. Palm Beach Atlantic University, Elementary Educaton 1-6 ESOL Endorsed	1		'12 '11 '10 '09 '08 School Grade C D C A C AYP N N Y N High Standards Rdg. 35 45 57 68 51 High Standards Math 48 54 71 80 66 Lrng Gains-Rdg. 62 52 57 64 53 Lrng Gains-Math 64 52 62 77 65 Gains-Rdg-25% 66 52 50 61 45 Gains-Math-25% 72 57 70 90 67

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide Professional Development opportunities	Administration, Reading Coach, Mathematics Coach, Science Coach	On-going	
2	2. Establish Professional Learning Communities	Administration, Reading Coach, Mathematics Coach, Science Coach	On-going	
3	3. Attend job fairs and recruiting opportunities	Administration	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 (Out of Field)	Teachers will be provided the assistance needed when planning for the implementation of the Common Core Standards this school year and be provide adequate time to attend the professional development necessary to become highly qualified. Instructional coaches will work with teachers through the coaching cycle to pinpoint areas of need and provide support in those areas.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	9.7%(6)	17.7%(11)	41.9%(26)	30.6%(19)	45.2%(28)	100.0%(62)	12.9%(8)	6.5%(4)	69.4%(43)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Laura Bowers	Deborah M. Musick	Mrs. Bowers is the Math Coach who is well versed in math and is able to model and assist in implementing the GoMath program.	The mentor and mentee will meet biweekly in professional learning communities to discuss evidence based strategies for each domain. Both mentor and mentee will be given release time to observe. Time will be given for feedback, coaching and planning.
Lillian Harmon	Nancy de Arrigunaga	Mrs. Harmon is the Reading Coach who is well versed in reading, language arts and writing as well as classroom management.	The mentor and mentee will meet biweekly in professional learning communities to discuss evidence based strategies for each domain. Both mentor and mentee will be given release time to observe. Time will be given for feedback, coaching and planning.
Laura Bowers	Jessica Borrero	Ms. Bowers is the Math Coach who is well versed in reading, language arts and writing as well as classroom management.	The mentor and mentee will meet biweekly to discuss evidence based strategies for each domain. Both mentor and mentee will be given release time to observe. Time will be given for feedback, coaching and planning.
Angella Carvalho- Gibson	Marice Pimentel	Mrs. Carvalho is the Reading Coach who is well versed in reading, language arts and writing as well as classroom management.	The mentor and mentee will meet biweekly to discuss evidence based strategies for each domain. Both mentor and mentee will be given release time to observe. Time will be given for feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Florida City Elementary provides additional remediation through after-school programs and/or summer school. The district coordinates with Title II in ensuring staff development needs are provided. Our Reading, Math, and Science curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

At Florida City elementary, the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. Training and technical assistance for our teachers, administrators, and counselor is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management. We will also continue to implement the Olweus Bullying Prevention Program. OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

N/A

Other

Florida City Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We strive to increase parental engagement/involvement through developing (with on-going parental input) our Title I School- Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Florida City Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Florida City Elementary Completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RTI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Administration, teachers and support staff will analyze data to provide students with necessary academic/behavioral interventions. Student progress in the interventions will be gathered and analyzed to monitor student progress. The MTSS team will make decisions to ensure students' needs are met in an effective manner.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Identify the school-based Literacy Leadership Team (LLT).

Catherine Krtausch, Principal
Maria Arbiol, Assistant Principal
Angella Gibson Carvalho, Reading Coach
Lillian Harmon, Reading Coach
Laura Bowers, Mathematics Coach
Hanna Colombey, Media Specialist
Julie Callaway, Gifted Teacher
Anita Fernandez, Science Teacher
Kawanza Baker, Reading Teacher
Luz Pagan, ELL Teacher
Anabella Arana, SPED Teacher
Donald Mills, Music Teacher
Kim Torres, Parent

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The purpose of the LLT is to foster and integrate reading across the curriculum. The team will create a plan of action to promote rigor, inquiry, dialogue, and usage of data to make instructional decisions. The team will meet monthly to assess the status of the LLT action plan.

Instructional Leaders

- The Instructional Leaders will guide and facilitate the development of the school literacy plan.

Instructional Coaches

- The instructional coaches will provide direct support to teachers in the implementation of set instructional strategies.

Media Specialist

- The media specialist will ensure the media center is an integral part of the school wide literacy program.

Subject Area Teachers

- Teachers will provide effective communication between administration and staff in regards to the school wide literacy program.

What will be the major initiatives of the LLT this year?

Florida City elementary will have two major initiatives: including literacy across the curriculum and focusing on school-wide literacy through activities and events. Since our school is departmentalized from K-5th, our goal this year will be to promote conversations across subject areas to ensure that reading comprehension skills are being bridged. The instructional coaches will work together to create the connections amongst subject areas. Mini professional developments will be held during planning time or after school to support this as well. Book clubs will be held after school in grades 3-5, and the Accelerated Reader program will continue with semester incentives for students who participate.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 11/7/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Florida City Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assess in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/processing. The students are assessed utilizing the FLKRS. Screening data will be collected and aggregated prior to September 30th, 2011. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Florida City Elementary will utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 22% of students achieved level 3 in reading. Our goal for the 2013 school year is to increase levels student proficiency by 7 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (80)	29% (107)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application. The deficiency is due to limited exposure to complex text and higher order (depth of knowledge) questions.	Students will utilize Reader's Response Journals to answer the essential questions and over-arching questions.	Administration, Coaches	Continual classroom assessments/observations focusing on students' ability to demonstrate reading comprehension.	Formative: F.A.I.R assessments, School-site assessments, District interim assessments Summative: 2013 FCAT Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was vocabulary. The deficiency is due to vocabulary taught in isolation Students need to refine their understanding of authentic reading context.	Students will learn to use vocabulary in context and make connections to text by utilizing specific graphic organizers to make text to text, text to self and text to world connections as well as across the curriculum.	Administration, Coaches	Continual classroom assessments/observations focusing on the use of rigorous vocabulary instruction and connecting vocabulary to text	Formative: F.A.I.R assessments, School-site assessments, District interim assessments Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 11% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 5 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (42)	15% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth as noted on the 2012 administration of the FCAT Reading Test was Literary Analysis/Fiction/Non-fiction. The deficiency is due to limited exposure to complex text and higher order questions.	Teachers will utilize the higher order thinking as defined by Webb's Depth of Knowledge. Complex texts will be used to foster reading comprehension.	Administration, Coaches	Continual classroom assessments/observations focusing on student's ability to answer higher order thinking skills (HOTS) questions and implementation by teachers on Webb's Depth of Knowledge.	Formative: F.A.I.R assessments, School-site assessments, District interim assessments Summative: 2013 FCAT Assessment
2	The area that showed minimal growth as noted on the 2012 administration of the FCAT Reading Test was Literary Analysis/Fiction/Non-fiction. The deficiency is due to limited exposure to complex text and higher order questions.	Students will utilize graphic organizers to assist them in understanding non-fiction text, locate, interpret and organize information as well as creating collaborative structures within the classroom.	Administration, Coaches	Continual classroom assessments/observations focusing on student's ability to work with graphic organizers in non-fiction text.	Formative: F.A.I.R assessments, School-site assessments, District interim assessments Summative: 2013 FCAT Assessment
3	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis/Fiction/Non-fiction. Students demonstrate difficulty in higher order thinking skills.	Foster students' to increase their ability to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?"	Administration /Coaches	Continual classroom assessments/observations focusing on students' ability to analyze and synthesize the author's view point.	Formative: F.A.I.R assessments, School-site assessments, District interim assessments Summative: 2012 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 62% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (136)	67% (147)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application. The deficiency is due to limited monitoring by teachers of success maker program and analysis of data reports.	Provide professional development to teachers on how to use data from SuccessMaker reports to guide instruction.	MTSS, RtI Leadership Team, Coaches	Review SuccessMaker reports to verify students are making adequate progress.	Formative: SuccessMaker data, F.A.I.R assessments, Mini-assessments, District Interim assessments Summative: 2013 FCAT Assessment
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Limited utilization of the technology program with fidelity.	Optimize usage of computers to increase the performance in regards to reading application by implementing SuccessMaker from fifteen minutes to twenty minutes, five times per week per student.	RtI Leadership Team	Review SuccessMaker report to verify students are making adequate progress.	Formative: SuccessMaker data, F.A.I.R assessments, Mini-assessments, District Interim assessments Summative: 2012 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (40)	71% (43)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Vocabulary. The deficiency is due to vocabulary instruction done in isolation.	Vocabulary across the curriculum , teaching in context utilizing specific graphic organizers to make text to text, text to self and text to world connections.	MTSS/RtI Leadership Team, Coaches	Continual classroom assessments/observations focusing on student's ability to apply vocabulary in context, as well as their implementation of graphic organizers to assist in vocabulary development.	Formative: F.A.I.R., District, and School-site assessment data, intervention assessments, District interim assessments Summative: 2013 FCAT Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	45	51	56	62	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading assessment indicates that the Black and Hispanic subgroup did not make satisfactory progress . Our goal for the 2013 school year is to increase the reading performance of blacks and hispanics by 8 percentage points for black students and 12 percentage points for hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 30% (55) Hispanic: 41% (72) Asian: NA American Indian: NA	White: NA Black: 38% (70) Hispanic: 53% (93) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Vocabulary. The deficiency is due to vocabulary instruction done in isolation.	Vocabulary across the curriculum , teaching in context utilizing specific graphic organizers to make text to text, text to self and text to world connections	MTSS/RtI Leadership Team, Coaches	Continual classroom assessments/observations focusing on student's ability to apply vocabulary in context, as well as their implementation of graphic organizers to assist in vocabulary development.	Formative: F.A.I.R, District, and School-site assessment data, intervention assessments, District interim assessments Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 26% of students in the English Language Learner (ELL) subgroup are meeting high standards. Our goal for the 2013 school year is to increase the reading performance of ELL's by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (18)	32% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Reading Test was Vocabulary. The deficiency is due to vocabulary taught in isolation	Teachers will incorporate collaborative structures on a daily basis to allow students to become active learners in their classroom through the use of graphic organizers and making text to text, text to self and text to world connections.	RtI Leadership Team, Coaches	Ongoing classroom observations/assessments on student's independent ability to apply vocabulary within all domains of literacy; reading, writing, listening, and speaking.	Formative: F.A.I.R, District, and School-site assessment data, intervention assessments, District Interim assessments, Success Maker Reports Summative: 2013 FCAT Assessment,

					CELLA
2					
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that Students with Disabilities did not make satisfactory progress. Our goal for the 2013 school year is to increase student proficiency from 9% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (5)	24% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application and Vocabulary. The deficiency is due to vocabulary instruction done in isolation.	Vocabulary across the curriculum , teaching in context utilizing specific graphic organizers to make text to text, text to self and text to world connections.	RtI Leadership Team	Continual classroom assessments/observations focusing on student's ability to apply vocabulary in context, as well as their implementation of graphic organizers to assist in vocabulary development.	Formative: F.A.I.R, District, and School-site assessment data, intervention assessments, District Interim assessments Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that Economically Disadvantaged students did not make satisfactory progress. Our goal for the 2013 school year is to increase student proficiency from 35% to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (127)	44% (159)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application. The deficiency is due to limited exposure to complex text and higher	Instruction utilizing complex text and higher order (depth of knowledge) questions	RtI Leadership Team	Continual monitoring of the ongoing progress monitoring done by teachers to ensure that progress is being made by students and interventions are being adjusted as necessary.	Formative: F.A.I.R, District, and School-site assessment data, intervention assessments, District interim assessments Summative: 2013

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-Vocabulary in Context -Higher Order Thinking Skills -Complex Text - Collaborative Structures	K-5	All Coaches	Kindergarten through Fifth grade teachers	-November 7, 2012 -Week of September 5, 2012 -during common planning October 3, 2012 -Ongoing through common planning	-Classroom Observations - Classroom Observations -Monthly Data Chats -Success Maker Reports	Literacy, Leadership Team Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	The results of the 2011-2012 CELLA Listening/Speaking

CELLA Goal #1: portion indicate that 33% of students achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 38%.

2012 Current Percent of Students Proficient in listening/speaking:

33% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student had limited opportunities to interact with each other to practice their listening and speaking skills.	Cooperative Learning Teachers will incorporate collaborative structures on a daily basis to allow students to become active learners in their classroom.	Reading Coach and LLT	Analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom observations	Formative: Progress monitoring assessment data reports. Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2011-2012 CELLA Reading portion indicate that 20% of students achieved proficiency. Our goal is to increase student proficiency by 5% percentage points to 25%

2012 Current Percent of Students Proficient in reading:

20% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The affective factors that play a negative role in reading proficiency is lack of reading comprehension and limited vocabulary.	A focus on vocabulary across the curriculum , common planning will assist teachers in knowing vocabulary taught across subject areas to facilitate in building a cross curricular connection.	Reading Coach and LLT	Analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom observations	Formative: Progress monitoring assessment data reports. Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:		The results of the 2011-2012 CELLA Writing portion indicate that 20% students achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 25%.			
2012 Current Percent of Students Proficient in writing:					
20% (37)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing process may be difficult as they struggle to use complex grammar and vocabulary to make their writing more detail oriented. Students also demonstrated a lack of knowledge specifically to conventions in writing.	Through the writer's notebook, the process of writing will be developed.	Reading Coach and LLT	Analyze, review, and monitor assessments. Adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom observations	Formative: Progress monitoring assessment data reports. Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (106)	34% (125)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number Operations. The deficiency is due to limited exposure to manipulatives.	Utilize with fidelity the four step lesson model from the Go Math series, and integrate the use of manipulatives during the Teach & Talk and Practice sections.	Administration/Coaches	Continual monitoring of the use of manipulatives during the Share and Show part of the Practice Section.	Formative: School-site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement	The results of the 2012 FCAT Mathematics Test indicate that
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Level 4 in mathematics. Mathematics Goal #2a:	16% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (58)	18% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Operations and Problems. The deficiency was due to limited exposure to problem of the day The deficiency is due to limited data collection and interpretation trials. deficiency is due to limited data collection and interpretation trials.	Daily implementation of problem of the day to be done as an opening routine in interactive journals. Common planning will assist in ensuring that all teachers understand the expectations for problem of the day.	Administration, Coaches	Ongoing monitoring of interactive journals for problem of the day responses.	Formative: School-site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 64% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5
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	percentage points to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (140)	69% (151)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Mathematics Test, students are deficient in the area of Expressions, Equations, and statistics. The deficiency is due to students having limited exposure to word problems.	Utilize with fidelity the four step lesson model from the Go Math series, and integrate the use of Higher Order Thinking (HOT) Questions found in the Summarize section.	Administration, Coaches	Continual monitoring of the use of HOT questions during the Summarize section.	Formative: School-site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 72% of students in the lowest 25 percent made learning gains. Our goal for the 2012-2013 school year is to provide the appropriate intervention and remediation to increase the percentage of students in the lowest 25 percent making learning gains by 5 percentage points to 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:

72% (45)

77% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Mathematics Test, students in the lowest 25% making learning gains were deficient in the area of Number: Operations and Problems. The deficiency was due to the limited use of technology infused in the mathematics curriculum.	Implement SuccessMaker during the math and intervention blocks in small groups.	Administration, Coaches	Review SuccessMaker data reports to ensure progress is being made and to adjust instruction as needed.	Formative: SuccessMaker, School-site assessment, District interim assessments , authentic assessment, Intervention assessments Summative: 2013 FCAT Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Math assessment indicates that the Black and Hispanic subgroup did not make satisfactory progress . Our goal for the 2013 school year is to increase the reading performance of blacks and hispanics by 8 percentage points for black students and 5 percentage points for hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 37% (68) Hispanic: 58% (102) Asian: NA American Indian: NA	White: NA Black: 45% (83) Hispanic: 63% (111) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Operations and Problems. The deficiency was due to limited exposure to	Daily implementation of problem of the day to be done as an opening routine in interactive journals. Common planning will assist in ensuring that all teachers understand the expectations for problem	Administration, Coaches	Ongoing monitoring of interactive journals for problem of the day responses.	Formative: School-site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Math Test indicate that ELL students did make satisfactory progress. Our goal for the 2013 school year is to increase student proficiency from 52% to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (35)	57% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number Operations. The deficiency is due to limited exposure to manipulatives.	Teachers will incorporate manipulatives using collaborative structures.	Administration/Coaches	Continual monitoring of the use of manipulatives during the Share and Show part of the Practice Section.	Formative: School-site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT MathTest indicate that Students with Disabilities did not make satisfactory progress. Our goal for the 2013 school year is to increase student proficiency from 26% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (14)	34% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number Operations. The deficiency was due to the limited use of technology infused in the mathematics curriculum.	Implement SuccessMaker during the math and intervention blocks.	MTSS/RtI Leadership Team	Review assessment data reports to ensure progress is being made and adjust intervention as necessary.	Formative: SuccessMaker, School-site assessment, District interim assessments , authentic assessment, Intervention assessments Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT Reading Test indicate that Economically Disadvantaged did not make satisfactory progress. Our goal for the 2013 school year is to increase student proficiency from 47% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (170)	53% (192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number Operations. The deficiency is due to limited exposure to manipulatives	Teachers will incorporate manipulatives using collaborative structures.	MTSS/RtI Leadership Team	Review assessment data reports to ensure progress is being made and adjust intervention as necessary.	Formative: SuccessMaker, School-site assessment, District interim assessments, authentic assessment, Intervention assessments Summative: 2013 FCAT Mathematics Assessment

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
- SuccessMaker				-Week of October 3, 2012- during Common Planning	-Intervention Model	
-Go Math Training	K-5 Math Teachers	Instructional Coaches	K-5 Math teachers	-Week of September 10, 2012 – during Common Planning	-Mathematics small-group schedule/classroom walkthroughs	Administrators, Mathematics Coach
-Interactive Journals				-September 5, 2012	-Classroom walk throughs	

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT Science Test indicate that 26% of students achieved level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase student proficiency by 4% percentage points to 30%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (35)		30% (41)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FCAT Science Test, the area of deficiency is Physical Science. The deficiency is due to limited time for laboratory experiments within the classroom and lack of use of the science lab	Create a schedule for 2nd-5th grade classes to use the science laboratory once a week for a variety of hands-on inquiry-based learning opportunities. The Science Coach will use the gradual release model with teachers and collaborate during common planning to ensure implementation.	Administration, Science Coach	Review ongoing classroom and school-site authentic assessments, including weekly hands-on student generated science experiments.	Formative: School-site assessments, District interim assessments, District Baseline, and Quarterly assessments Summative: 2013 FCAT Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 9% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 proficiency by 2 percentage points to 11%
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (12)	11% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FCAT Science Test, the area of deficiency is Nature of Science. The students need to develop higher order thinking skills in order to increase levels of proficiency.	Through project based learning activities students will interpret, analyze, and synthesize science concepts during hands-on experiments in order to foster higher order thinking skills.	Administration, Science Coach	Science projects coupled with journals will be assessed to acknowledge the complexity of thought.	Formative: School developed rubric, District interim assessments Summative: 2013 FCAT Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Questioning Strategies	K-5	All Coaches	K-5 Teachers	Week of September 5, 2012 – during Common Planning	Classroom walkthroughs	Administration, Coaches

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	The results of the 2012 FCAT Writing Test indicate that
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1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	55% of students achieved level 3.0 and higher. Our goal for the 2012-2013 school year is to increase the number of students scoring levels 3.0 and higher by 5 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (53)	60% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results from the 2012 FCAT test showed that students lack mastery of the writing process. Students also demonstrated a lack of knowledge specifically to conventions in writing.	Through the writer's notebook, the process of writing will be developed. Conventions will be embedded throughout the writing process, not taught in isolation.	Administration, coaches	Continuous monitoring of writing process and the use of writer's notebooks for evidence of published writing pieces.	Formative: Monthly Writing Assessment Data, District interim assessments Summative: 2013FCAT Writing Assessment
2	Limited conferencing.	Implement conferences techniques throughout the writing process.	Administration Coaches Teachers	Monitoring through conferencing notes within the writing notebooks	Formative: Monthly Writing Assessment Data, District interim assessments Summative: 2013FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
- Conferencing -Writing Process	4th	Reading Coaches	4th Grade teachers	-First Quarter during common planning -October 3, 2012	-Classroom observations -Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of writing instruction.	-Reading Coaches -Literacy Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 94.84% In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) from 331 to 314, and excessive tardiness (10 or more) from 270 to 257.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.34%	94.84%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
331	314				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
270	257				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student population is extremely transient. Parents have limited understanding of the importance of being in school every day.	Identify and refer students who attain 10 or more absences to the Truancy Child Study Team (TCST) for intervention services. Florida City Elementary will also implement 'The Right Attitude' behavior modification program as well as becoming a special guest on the morning announcements *MDCPS Truancy Intervention Program 2012-2013	Principal, Assistant Principal, Community Involvement Specialist, Guidance Counselor	Administration will monitor the percentages of students with 10 or more absences on COGNOS, weekly. In addition, to reviewing the attendance rate of students with excessive absences.	COGNOS Attendance reports and daily attendance rosters.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5 teachers	Community Involvement Specialist & Guidance Counselor	All primary and intermediate teachers, guidance counselor and attendance clerk.	August 17, 2012	A Truancy Intervention Plan will be developed by the Attendance Review Committee. The Assistant Principal will monitor the implementation of the Attendance Incentive and Absence Prevention Plan by teachers and staff.	Assistant Principal, Community Involvement Specialist, and Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentive and Absence Prevention Plan	Provide incentives for students with perfect attendance, quarterly.	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
52	47
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
43	39
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to negative peer pressure and negative behavior, students have acquired a high number of referrals.	It an effort to increase positive behavior, we will provide opportunities for incentives for compliance through the use of SPOT Success Recognition Program. Florida City Elementary will also implement 'The Right Attitude' behavior modification program as well as becoming a special guest on the morning announcements.	Administrative Team	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Monthly COGNOS suspension report.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2012-2013 school year, parent sign-in logs indicate that only 30 percent of parents attend a school function.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have limited knowledge and understanding of curricular programs and grading standards	Implement Monthly Grade Level Open Houses which will facilitate home to school connection.	Administration, Classroom Teachers, Community Involvement Specialist	Monitoring of sign in sheets for events	Monitoring of sign in sheets for events
2	Parents have limited knowledge and understanding of available resources and materials	Facilitate the use of parenting materials available at the parent resource center and at the coaches resource center.	Administration, Classroom Teachers, Community Involvement Specialist	Monitoring of sign in sheets for events	Monitoring of sign in sheets for events

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Facilitate the use of parenting materials at the monthly Open House events, as well as the Parent Resource Center	Materials to inform parents about the available resources at the Parent resource Center	Title 1	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal for the 2012-2013 school year is to increase the total number of Science Fair participants from 60% to 70% of the fifth grade class.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to limited funding many parents are unable to support the student with the necessary supplies unless provided with adequate notice.	Begin communicating the requirements for participation in the Science Fair by the third week of school. In addition, funding will be set aside to supplement the student in acquiring science display boards.	Science Coach	Continual teacher/student conferencing focusing on supporting students' needs for participating in the Science Fair.	2012 Science Fair participation report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair 2012	3-5 Science Teachers	Science Coach	3-5 Science Teachers	January 23 2013	Student Surveys Science Grade Level Meetings with Science Coach	Science Coach

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance	Attendance Incentive and Absence Prevention Plan	Provide incentives for students with perfect attendance, quarterly.	EESAC	\$500.00
Suspension				\$0.00
Parent Involvement	Facilitate the use of parenting materials at the monthly Open House events, as well as the Parent Resource Center	Materials to inform parents about the available resources at the Parent resource Center	Title 1	\$100.00
STEM				\$0.00
				Subtotal: \$600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00

STEM

\$0.00

Subtotal: \$0.00

Grand Total: \$600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading, Mathematics, and science supplemental resources. Student incentives to increase student achievement.	\$600.00

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District FLORIDA CITY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	68%	90%	34%	250	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	64%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	64% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					480	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District FLORIDA CITY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	63%	81%	17%	215	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	68%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	80% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					471	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested