FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BRENTWOOD ELEMENTARY SCHOOL

District Name: Dade

Principal: Sharon D. Jackson, Ed.D.

SAC Chair: Miriam Comer

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/16/2012

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	Sharon D. Jackson	AA - Criminology, Miami-Dade Community College; BS – Political Science, Howard University; Master of Science - Educational Leadership, Nova University: Ed.D. – Educational Leadership, Nova University Certified in Elementary Education and Educational Leadership Principal Certification-	9	12	'12 '11 '10 '09 '08 Schoool Grade C B C B A High Standards Rdg. 43 57 54 58 55 High Standards Math 45 73 63 67 64 Lrng Gains-Rdg. 73 63 59 62 66 Lrng Gains-Math 64 76 70 70 82 Gains-Rdg-25% 79 56 61 60 68 Gains-Math-25% 65 67 69 67 87

		State of Florida			
Assis Principal	Milko O. Brito	BS- Elementary Education, Florida International University; Master of Science-Educational Leadership, Florida International University; Certification-Educational Leadership, State Of Florida ESOL and Elementary Education	4	4	'12 '11 '10 '09 '08 Schoool Grade C B C B A High Standards Rdg. 43 57 54 58 55 High Standards Math 45 73 63 67 64 Lrng Gains-Rdg. 73 63 59 62 66 Lrng Gains-Math 64 76 70 70 82 Gains-Rdg-25% 79 56 61 60 68 Gains-Math-25% 65 67 69 67 87

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	Lori Margolin	Elementary Education Reading ESOL EMTL HNDCP	7	6	'12 '11 '10 '09 '08 School Grade C B C B A High Standards Rdg. 43 57 54 58 55 High Standards Math 45 73 63 67 64 Lrng Gains-Rdg. 73 63 59 62 66 Lrng Gains-Math 64 76 70 70 82 Gains-Rdg-25% 79 56 61 60 68 Gains-Math-25% 65 67 69 67 87

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. Regular meetings with Principal and Assistant Principal	Principal	On-going	
2	2. Partnering new teachers to a grade level with veteran teachers	Assistant Principal	On-going	
3	3. Monthly recognition of highly qualified teachers	Assistant Principal	On-going	
4	4. Provide effective teachers with leadership and grade level chair opportunities.	Assistant Principal	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

	1. Conduct regular meetings with Principal and Assistant Principal. 2. Partner new teachers to a grade level with veteran teachers. 3. Provide effective teachers with leadership and grade level chair opportunities. 4. Suggest Professional Development to become highly effective.
9	

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
51	0.0%(0)	13.7%(7)	45.1%(23)	41.2%(21)	43.1%(22)	82.4%(42)	13.7%(7)	2.0%(1)	39.2%(20)

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
No data submitted			

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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; assist 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• 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.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• 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

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) 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

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

n/a

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Brentwood's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted such as:
• Administration
• Special education personnel
• Instructional coach(es)
• Grade Level Chairpersons
• School guidance counselor
• School psychologist
• School social worker
• Speech pathologist

- Member of advisory group
- Community stakeholder

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 Brentwood's MTSS 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 Brentwood Leadership Team will:
1. Monitor academic and behavioral 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).

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.
4. The RtI Leadership Team met with the EESAC council to help develop the SIP. The team analyzed and provided data on the student trends of strengths and weaknesses and set the expectations for all grade levels.

---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.

The plan to support MTSS includes:
• On-going professional development in the process of MTSS
• Continuous leadership meetings in support of the plan
• Data Chats
• Grade Level Meetings
Sharing of Best Practices

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Sharon D. Jackson, Principal
Milko O. Brito, Assistant Principal
Lori Margolin, Reading Coach
Miriam Comer, Math Liaison
Dr. Helen Smith-Carelli, Counselor
Ginette Torres, Counselor
Howard Morgenstern, School Psychologist
Claudia Nodal, Kindergarten Chairperson
Marion Hart, 1st Grade Chairperson
Michelle Rodriguez, 2nd Grade Chairperson
Robin Blue, 3rd Grade Chairperson
Olga Acevedo, 4th Grade Chairperson
Lolita Smith, 5th Grade Teacher

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

The Literacy Leadership Team meets bi-monthly and as needed. Selected members of the LLT meet to discuss school and grade level issues. Data chats are held to disaggregate student performance data and identify interventions and enrichments. The LLT offers academic and behavioral recommendations to the parent, teacher, and support personnel as needed. The Literacy Leadership Team also assists with the development of the school calendar of events and program implementation.

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

The major initiatives this year will include the following: routine meetings, school-wide Writing Gallery, Accelerated Reader Top 100, and Riverdeep and SuccessMaker in primary grades. Discovery Education will also be integrated across the curriculum. Another initiative of the Literacy Team will be to maintain the fidelity of the Reading Program, intervention groups and continue to the development of differentiated instruction within the reading, math and science classes. Students earning 70 percent or greater on District assessments will be honored on The 70's Superstar bulletin board. The Attendance Committee will focus on improving tardies and attendance.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

Title I Administration assists Brentwood Elementary 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.

Brentwood Elementary School offers three classes of a Pre-Kindergarten Program funded by VPK. The Pre-Kindergarten teacher and paraprofessional will administer the Houghton Mifflin Pre-K Growth Indicators Benchmark Assessment three times during the year. They will also keep on-going anecdotal records and conduct three observation parent conferences during the school year. Child Observation Reports (C.O.R.) are used for parent conferences. Low performing students are targeted early and as identified are given strategies and appropriate academics. The certified teacher and the trained paraprofessional deliver the High Scope Program. The instructional staff provides parents with packets of activities and offers workshops to train parents to assist their children at home. Daily communication takes place between the family and the teacher. In 2008-2009, Brentwood piloted the "Ready Schools Miami Project which focuses on the vertical articulation and success of Pre-Kindergarten students who transition into Kindergarten. This program is funded by a grant offered from the Kellogg's Foundation. We will continue to be part of the Ready Schools Miami Project in the 2012 - 2013 school year.

The Florida Kindergarten Readiness Screener (FLKRS) is administered by certified Kindergarten teachers to all incoming Kindergarten students as an initial diagnostic assessment tool to determine student readiness. The FLKRS data will be disaggregated to identify students' needs. The low performing students will be placed in intervention groups to address identified deficient skills. The Reading Coach and Kindergarten teachers will implement strategies to increase the students' readiness levels.

At Brentwood Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist 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. Specifically, the Florida Assessment in Reading (F.A.I.R.) will be used to assess basic academic skill development and academic school readiness of incoming students. The CELLA assessment tool is used to identify English language Learners (ELL).

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Diagnostic tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

1. Establish or expand the "Welcome to Kindergarten and the "Meet and Greet" programs to build partnership with parents for all in-coming Pre-Kindergarten and kindergarten students. Through this venture, parents and children will gain familiarity with Pre-kindergarten and Kindergarten as well as receive information relative to the matriculation of students at the school.

2. Provide End of the Year Awards Programs to celebrate growth and achievements made throughout the school year. Pre-Kindergarten teachers provide "A Look Ahead into Kindergarten" snapshot for students to get a jumpstart over the summer.

3. Pre-Kindergarten and Kindergarten students were given the District Summer Reading List and Activities and a look ahead into Math.

*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 2.0 Reading Assessment indicate that 26% of the students achieved proficiency. (Level 3) Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5% percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (94)	31% (113)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	1A.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide a variety of instructional strategies that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. In addition, once or twice a grading period an exemplar text will be utilized for instruction as well as graphic organizers.	A1A.1. dministrators LLT	1A.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	1A.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Reading Test.

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:	Our goal for the 2012 – 2013 school year is to maintain or increase the percentage of students achieving above satisfactory progress.

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	NA			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	1B.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	1B.1. Require multiple reads of a selection prior to responding to comprehension questions.	1B.1. Administrators LLT	1B.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	1B.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 Florida Alternate Assessment Reading Test.

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 2.0 Reading Assessment indicate that 15% of the students achieved at or above Level 4 and 5. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving at or above a Level 4 or 5) by 2 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (55)	17% (62)

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
	2A.1. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction and non-Fiction.	2A.1. Following the Florida Continuous Improvement Model (FCIM), the following strategies will be implemented: Teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude	2A.1. Administrators LLT	2A.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will provide tiered support in order to increase learning gains.	2A.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative:

		toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. In addition, once or twice a grading period an exemplar text will be utilized for instruction as well as graphic organizers.			Results from 2013 FCAT 2.0 Reading Test.
1					

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:	Our goal for the 2012 – 2013 school year is to maintain or increase the percentage of students achieving proficiency (Level 7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	2B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was higher order thinking skills.	2B.1. Utilize reading response journals to support and reinforce reading concepts. Infuse reading vocabulary through interactive word walls created by the teacher and the student. Implement and monitor the student's Individual Educational Plan. (IEP)	2B.1. Administrators LLT	2B.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	2B.1. Formative: Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader as well as teacher generated assessments. Summative: Results from 2013 Florida Alternate Assessment Reading Test.

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.	On the 2012 FCAT Reading Test 73% of students made learning gains. Our goal for the 2012-2013 school year is to provide

	Reading Goal #3a:		appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 78%.		
	2012 Current Level of Performance:		**2013 Expected Level of Performance:**		
	73% (163)		78% (174)		

	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	3A.1. One area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.	3A.1. During pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text. In addition, once or twice a grading period an exemplar text will be utilized for instruction as well as graphic organizers.	3A.1. Administrators LLT	3A.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	3A.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Reading Test.

	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:	Our goal for the 2012 – 2013 school year is to maintain or increase the percentage of students making learning gains.
	2012 Current Level of Performance:	**2013 Expected Level of Performance:**
	NA	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	3B.1. One area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.	3B.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	3B.1. Administrators LLT	3B.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	3B.1. Formative: Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader as well as teacher generated assessments. Summative: Results from 2013 Florida Alternate Assessment Reading Test.

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:	On the 2012 FCAT Reading Test 79% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percentage of students in the lowest twenty-five percent making learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (44)	84% (47)

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	4A.1. Students in the lowest 25% often perform unsuccessfully and seem to be less motivated to do their best when utilizing SuccessMaker software and therefore, do not make the expected learning gains. This has hindered progression in Category 3 Literary Analysis: Fiction and Nonfiction.	4A.1. Utilize SuccessMaker to reinforce concepts in Literary Analysis with struggling students and monitor and motivate with intrinsic and extrinsic rewards. Implement an after school tutorial program at least twice a week utilizing the Tier 2 SuccessMaker Intervention Program. During the school day, provide the Voyager Passport Reading Intervention Program.	4A.1. Administrators LLT	4A.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	4A.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Reading Test.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Our goal from the 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
	45	50	55	60	65	

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 indicate that 41% of the Black students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency by 9 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 41% (134)	Black: 50% (164)

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	5B.1. Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	5B.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. In addition, once or twice a grading period an exemplar text will be utilized for instruction as well as graphic organizers.	5B.1. Administrators LLT	5B.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	5B.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Reading Test.

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:	NA
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
NA	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
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 17% of the Students with Disabilities achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency by 18 percentage points to 35%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
17% (4)	35% (9)

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	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	5D.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be	5D.1. Administrators LLT	5D.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	5D.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Reading Test.

		familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. In addition, once or twice a grading period an exemplar text will be utilized for instruction as well as graphic organizers.			

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 2.0 Reading Assessment indicate that 42% of the Economically Disadvantaged students are making satisfactory progress in reading. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency by 7 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (145)	49% (170)

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	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	5E.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide a variety of instructional strategies that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. In addition, once or twice a grading period an exemplar text will be utilized for instruction as well as graphic organizers.	5E.1. Administrators LLT	5E.1. Following the FCIM model, the reading coach and teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	5E.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Reading Test.

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
Voyager Passport Fluency and Center Activities	K-5	Reading Coach	Classroom and Special Area Teachers	August 18, 2012	Voyager Passport Assessments, Student Work folders and Center Activities	RtI Leadership Team, Reading Coach, and Administrators
Next Generation Sunshine State Standards, Common Core Standards and Item Specifications	K-5	Administrator	School-wide	October 28, 2012	Review PD Sign-In Sheets to determine the number of participants	Administrators
SuccessMaker	1-5	Administrator Reading Coach Reading Teachers	School-wide	November 2012 Faculty Meeting	Classroom Walkthrough and Prescriptive Reports	Administrators Reading Coach Reading Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grade Level Texts	Promethium Boards	EESAC	$3,600.00
			Subtotal: $3,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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. CELLA Goal #1:	The results of the 2012 Florida Comprehensive English Language Learning Assessment in Listening/Speaking indicate that 61% of the students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency.

2012 Current Percent of Students Proficient in listening/speaking:

61% (17)

	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	1.1. The area of deficiency as noted on the 2012 administration of the CELLA was a high percentage of students non-proficient in Listening/Speaking.	1.1. Utilize role-play and think-pair-share as part of whole classroom responses. Focus on vocabulary and utilize Heritage Language/English Dictionaries.	1.1. Administrators LLT	1.1. Following the FCIM model, the ESL teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	1.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments. Summative: Results from 2013 CELLA.

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 2012 Florida Comprehensive English Language Learning Assessment in Reading indicate that 39% of the students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency.

2012 Current Percent of Students Proficient in reading:

39% (11)

	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
	2.1. The area of deficiency as noted on the 2012 administration of the CELLA indicates a high percentage of students	2.1. Utilize word banks/vocabulary notebooks as well as illustrations/visuals to support reading.	2.1. Administrators LLT	2.1. Following the FCIM model, the ESL teachers will review formative assessment data reports to ensure	2.1. Formative: FAIR, Computer Assisted Program reports from SuccessMaker

| 1 | non proficient in Reading. | Brainstorm and activate prior knowledge. Use Modeling and Think Alouds during Reading.

Focus on vocabulary and utilize Heritage Language/English Dictionaries. | | progress is being made and adjust instruction as needed.

The MTSS/RtI team will review data and make recommendations based on needs assessment. | Reading, Accelerated Reader and FCAT Explorer/Focus Achieves as well as teacher generated assessments.

Summative: Results from 2013 FCAT 2.0 Reading Test and 2013 CELLA. |

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

3. Students scoring proficient in writing. CELLA Goal #3:	Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency.

2012 Current Percent of Students Proficient in writing:

32% (9)

	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	2.1. The area of deficiency as noted on the 2012 administration of the CELLA was a high percentage of students non proficient in Writing.	2.1. Utilize brainstorming and graphic organizers to support Writing Prompt responses. Focus on vocabulary and utilize Heritage Language/English Dictionaries.	2.1. Administrators LLT	2.1. Following the FCIM model, the ESL teachers will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	2.1. Formative: Monthly Writing Assessments as well as teacher generated assessments. Summative: Results from 2013 FCAT 2.0 Writing Test and 2013 CELLA.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

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- 2.0 Mathematics Assessment indicate that 29% of the students achieved proficiency (Level 3). Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 10 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (105)	39% (142)

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	1A.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 - Numbers:Fractions.	1A.1. Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	1A.1. Administrators	1A.1. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	1A.1. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	1a.2. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 4 and 5 students was Reporting Category 3 – Geometry and Measurement.	1a.2. Use GIZMOs and Thin k Central to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	1a.2. Administrators	1a.2. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	1a.2. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
3	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Content Cluster: Physical Science. Students need additional experiences with inquiry-based learning in Physical Science.	1A.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of	1A.1. Administrators	1A.1. Teams will review the results of school-site assessment data to monitor student progress. Students will be required to maintain science journals for all science experiments. Journals will be reviewed on a weekly basis.	1A.1. Formative: School-site assessments, Interim Assessments and teacher generated assessments Summative: 2013 Science FCAT 2.0

		variables, and experimental design in Physical Science.			

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 15% of the students achieved at or above Level 4 and 5. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving at or above a Level 4 or 5) by 5 percentage point to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (55)	20% (73)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2A.1.
The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement.</td><td>2A.1.
Provide context for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

Use literature in mathematics to provide the necessary meaning for children to</td><td>2a.1.
Administrators</td><td>2a.1.
Student progress will be measured through project based assignments and authentic assessments offering an opportunity to express their thinking process as well as math journals.</td><td>2a.1.
Formative:
Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work

Summative:
Results from the 2013 FCAT 2.0 Mathematics assessment</td></tr>
</table>

	successfully grasp measurement concepts and allow students to make connections with real world situations.			

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:	Our goal for the 2012 – 2013 school year is to maintain or increase the percentage of students achieving proficiency (Level 7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Mathematics Test was complex mathematical real world math problems.	2b.1. Utilize math journals to support and reinforce math concepts. Infuse mathematics terminology through interactive word walls created by the teacher and the student. Implement and monitor the student's Individual Educational Plan. (IEP)	2b.1. Administrators MTSS/RtI	2b.1. Following the FCIM model, the Exceptional Education teacher and administrators will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	2b.1. Formative: Computer Assisted Program reports from SuccessMaker as well as teacher generated assessments. Summative: Results from 2013 Florida Alternate Assessment MathematicsTest.

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 2.0 Mathematics Assessment indicate that 64% of the students made learning gains. Our goal for the 2012 – 2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (143)	69% (155)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3a.1. The area of deficiency as noted on the 2012 administration of the 2012 FCAT 2.0	3a.1. Provide concrete real-world examples by infusing literacy into the mathematics instructional	3a.1. Administrators	3a.1. Results of assessments will be reviewed by department/grade level chairs to ensure	3a.1. Formative: Go Math! Assessments, District Interim

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mathematics Assessment was complex mathematical real world math problems.	block. Additionally, student math journals will be utilized to show transfer of mathematical theories to practical applications. All 3rd – 5th grade students will be utilizing Think Central to help students make connections to real-life mathematical situations and to maintain benchmarks previously taught. Engage students in activities to use technology (such as Gizmos, Riverdeep, Think Central) that include visual stimulus to develop conceptual understanding of numbers.		progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 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:	Our goal for the 2012 - 2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to maintain or increase the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	3B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Mathematics Test was complex mathematical real world math problems.	3B.1. Utilize math journals to support and reinforce math concepts. Infuse mathematics terminology through interactive word walls created by the teacher and the student. Implement and monitor the student's Individual Educational Plan. (IEP)	3B.1. Administrators MTSS/RtI	3B.1. Following the FCIM model, the Exceptional Education teacher and administrators will review formative assessment data reports to ensure progress is being made and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.	3B.1. Formative: Computer Assisted Program reports from SuccessMaker as well as teacher generated assessments. Summative: Results from 2013 Florida Alternate Assessment MathematicsTest.

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 2.0 Mathematics Assessment indicate that 65% in the lowest 25% subgroup made learning gains. Our goal for the 2012 – 2013 school year is to increase the percentage of students in the lowest 25% subgroup making

			learning gains by 5 percentage points to 70%.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (38)	70% (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	4A.1. The area of deficiency as noted on the 2012 administration of the 2012 FCAT 2.0 Mathematics Assessment was Category 2 in Grades 3 – 5: Numbers, Base Ten and Fractions.	4A.1. Utilize differentiated instruction to target students into small re-teaching groups that reinforces basic concepts and skills using concrete objects.	4A.1. Administrators	4A.1. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	4A.1. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 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%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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 Mathematics Assessment indicate that 45% of the Black students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency by 16 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 45% (148)	Black: 61% (200)

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
	5B.1. Black: According to the results	5B.1. Increase opportunities for students to model	5B.1. Administrators	5B.1. Results of assessments will be reviewed by	5B.1. Formative: Go Math!

1	of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 - Numbers: Fractions.	equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.		department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	5B.2. According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 4 and 5 students was Reporting Category 3 – Geometry and Measurement.	5B.2. Use GIZMOs and Thin k Central to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	5B.2. Administrators	5B.2. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	5B.2. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 29% of the Students with Disabilities achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency by 9 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (8)	38% (10)

	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	5D.1. According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 - Numbers: Fractions.	5D.1. Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	5D.1. Administrators	5D.1. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	5D.1. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	5D.2. According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 4 and 5 students was Reporting Category 3 – Geometry and Measurement.	5D.2. Use GIZMOs and Thin k Central to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	5D.2. Administrators	5D.2. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	5D.2. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 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 2.0 Mathematics Assessment indicate that 44% of the Economically Disadvantaged students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency by 14 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (153)	59% (205)

	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	5E.1. According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 - Numbers: Fractions.	5E.1. Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their	5E.1. Administrators	5E.1. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed	5E.1. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work

		understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.		by EESAC and adjustments to strategies made as needed.	Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	5E.2. According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 4 and 5 students was Reporting Category 3 – Geometry and Measurement.	5E.2. Use GIZMOs and Thin k Central to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	5E.2. Administrators	5E.2. Results of assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	5E.2. Formative: Go Math! Assessments, District Interim Data reports, Software Reports and Student Authentic Work Summative: Results from the 2013 FCAT 2.0 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
Next Generation Sunshine State Standards, Common Core, Content Focus and Item Specifications	School wide	Assistant Principal	Kindergarten – 5th Grade Teachers	August 24, 2012	Classroom Walkthroughs	Principal
Textbook Support Training	School wide	Assistant Principal	Kindergarten – 5th Grade Teachers	September 13, 2012	Classroom Walkthroughs	Principal
Effective Use of Data Chats and Analysis	School wide	Assistant Principal	Kindergarten – 5th Grade Teachers	November 9, 2012	Grade Level Data Chats and Leadership Meetings	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the Go Math! Assessment Books to assess benchmarks.	Go Math! Assessment Books 3rd – 5th	Principal's Discretionary Fund	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 39% of the students achieved proficiency. (Level 3) Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (42)	43% (46)

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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Our goal for the 2012 -2013 school year is to provide appropriate interventions and remediation opportunities in order to maintain or increase the percentage of students making gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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
The area of deficiency as noted on the Florida	1B.1. Require multiple reads	1B.1. Administrators	1B.1. The MTSS/RtL team	1B.1. Formative:

				will review data and make recommendations based on needs assessment.	School-site assessments, Interim Assessments and teacher generated assessments
	Alternate Reading Assessment was Category 2, Reading Applications.	of a selection prior to responding to comprehension questions.			
1		Implement and monitor the student's Individual Educational Plan. (IEP)			Summative: 2013 Florida Alternate Assessment Science Test

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 2.0 Science Assessment indicate that 5% of the students achieved at or above Level 4 and 5. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving at or above a Level 4 or 5) by 1 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5)	6% (7)

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	2A.1. The area of most difficulty was Reporting Category 3: Physical Science. Students need additional opportunities to investigate Physical Science and to practice observation sills and forming hypothesis.	2A.1. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw sound conclusions, apply key instructional concepts and to experience the scientific method by participating in the District Elementary Science Fair	2.1. Administrator	2A.1. Teams will review the results of school-site assessment data to monitor student progress. Students will be required to maintain science journals for all science experiments. Journals will be reviewed on a weekly basis.	2A.1. Formative: School-site biweekly assessments, Interim Assessments Summative: 2013 Science FCAT 2.0

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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
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
Effective Use of Science Journals in the Classroom	Grades 3-5	Assistant Principal	3rd, 4th, and 5th Grade Science Teachers	November 6, 2012	Classroom Walkthroughs Science Journal Documentation	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$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:

	1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 78% of students scored level 3.0 or higher. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring level 3.0 or higher at 80% or greater.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	78% (96)	80% (99)

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	1A.1. Students require practice adding details, imagery and descriptive language to their writing in order to increase Expository writing.	1A.1. Provide extensive practice in the area of idea development and extension in Expository writing.	1A.1. Administrators LLT	1A.1. Score and chart monthly student writing samples. Writing Samples/Portfolios Score students' FCAT Writing samples	1A.1. Formative: FCAT Writing Scoring Rubric Writing Samples Summative: 2013 FCAT 2.0 Writing Assessment
2	1A.2. Students require practice adding details, imagery and descriptive language to their Narrative writing.	1A.2. Provide students with opportunities to share their writing and receive feedback from teachers and peers.	1A.2. Administrators Reading Coach LLT	1A.2. Score and chart monthly student writing samples.	1A.2. Formative: FCAT Writing Scoring Rubric Writing Samples Summative: 2013 FCAT 2.0 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:	hhhh
2012 Current Level of Performance:	2013 Expected Level of Performance:
hhhh	jhhh

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	Students require practice adding details, imagery and descriptive language to their writing in order to increase Expository writing.	Provide extensive practice in the area of idea development and extension in Expository writing.	Administrators	Score and chart monthly student writing samples. Writing Samples/Portfolios Score students' FCAT Writing samples	Formative: FCAT Writing Scoring Rubric Writing Samples Summative: 2013 FCAT 2.0

						Writing Assessment

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
Writing Process – Mini Lessons -Voice -Elaboration -Steps for self/peer editing	K-5/Writing	4th Grade Writing Teachers	Kindergarten – 5th Grade Writing Teachers	November 6, 2012	Literacy Leadership team and 4th Grade Writing Teachers meet monthly to monitor students' progress and the effective implementation of the writing instruction.	Administration 4th Writing Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$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	Our goal for this year is to increase attendance to 96.47% by minimizing absences due to illnesses and truancy and to create a climate in our school where parents, students and faculty feel welcomed and

Attendance Goal #1:	appreciated.
	Our second goal is to decrease the number of students with excessive absences (10 or more) from 201 to 191 and excessive tardiness (10 or more) from 153 to 145.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.97% (867)	96.47% (871)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
201	191
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
153	145

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	1.1. Continue to familiarize parents and students with the District Attendance Policy and the impact of absences and tardies on student achievement.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MTSS-RtI team for intervention services.	1.1. Assistant Principal and/or designee Counselor Community Involvement Specialist	1.1. Bi-weekly updates to Administration from the MTSS-RtI and to entire faculty at faculty meetings.	1.1. Truancy logs and attendance rosters
2	1.2. Students are not motivated to attend school or to come to school on time.	1.2. Provide Attendance Awards and incentives at Assembly Programs on a quarterly basis. Recognize students with Perfect Attendance (No Tardies) over the Public Address System.	1.2. Assistant Principal Counselor Community Involvement Specialist	1.2. Weekly updates to Administration by the TCST and to entire faculty during Faculty meetings. Daily and Monthly Attendance Reports	1.2. TCST logs and attendance rosters COGNOS 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
Truancy Prevention	K-5	District staff	All counselors and attendance staff.	August 16, 2012	A Truancy Intervention Program will be developed during the PD. Assistant Principal will monitor the	Assistant Principal Counselor(s)

					implementation of the program	
Attendance	Pre-K – Grade 5	Assistant Principal	School-wide	August 16, 2012	Attendance Performance Reports	Principal Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	In 2012-2013, Brentwood will decrease the number of Out-of-School suspensions from 69 to 62. In addition, the number of out of school students suspended will decrease from 43 to 39.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
11	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11	10
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
69	62
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

	School	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	1.1. Continue to familiarize parents and students with the Code of Student Conduct and the School Discipline Policy to reduce the number of suspensions.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary SPOT Success Recognition Program. Provide peer mediation, mentoring and classroom management training for teachers.	1.1. Administrative Team	1.1. Monitor SPOT Success Report by grade level and monitor COGNOS Report on student outdoor suspension rate.	1.1. Student Case Management Reports

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
The Student Code of Conduct	Grades K-5	Assistant Principal	School-wide	August 16, 2012	Utilize Classroom Walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT Success monthly report.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$0.00**

End of Suspension Goal(s)

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A
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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Involve parents in FCAT Night, EESAC and Literacy Meetings.	Community Involvement Specialist/Parental Support Specialist	Title 1	$12,000.00
			Subtotal: $12,000.00
			Grand Total: $12,000.00

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 percent of students participating in the Science Fair from 82% to 87%.

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	1.1. Students need support and materials from home when completing a Science Fair Project.	1.1. Conduct How To Do A Science Fair Project for Parents and/or Teachers Workshop.	1.1. Administration	1.1. Teachers will review the individual Science Fair projects . Students will be required to maintain science journals for all science experiments. Journals will be reviewed on a weekly basis.	1.1. Science Fair Participation Logs

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						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$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	Grade Level Texts	Promethium Boards	EESAC	$3,600.00
				Subtotal: $3,600.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Utilize the Go Math! Assessment Books to assess benchmarks.	Go Math! Assessment Books 3rd – 5th	Principal's Discretionary Fund	$500.00
Parent Involvement	Involve parents in FCAT Night, EESAC and Literacy Meetings.	Community Involvement Specialist/Parental Support Specialist	Title 1	$12,000.00
				Subtotal: $12,500.00
				Grand Total: $16,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn 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
Purchase of Promethium Boards	$3,600.00

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

The School Advisory Council (SAC) has an important function for the success of Brentwood Elementary School. Listed below are some of the functions of the SAC:
• Recommends the purchasing of additional personnel and instructional materials as needed and as the budget allows
• Recommends providing the necessary professional developments in order to implement reading, writing, mathematics and science strategies identified in the School Improvement Plan
• Recommends the purchasing of supplemental materials to facilitate instruction of District curriculum objectives
• Recommends providing materials for student incentives to promote achievement
• Recommends the provision of appropriate in-services to improve the usage of computers and other media to support instruction as well as the use of technological software to enhance academic growth
• Reaches out to community to obtain more partners
• Assists with the organization of FCAT Family Night
• Assists the school in the development and maintenance of the School Improvement Plan

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
BRENTWOOD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	73%	81%	39%	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	63%	76%			139	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?	56% (YES)	67% (YES)			123	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					512	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
BRENTWOOD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	63%	80%	27%	224	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	59%	70%			129	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?	61% (YES)	69% (YES)			130	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					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested