

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BLUE LAKES ELEMENTARY SCHOOL

District Name: Dade

Principal: Aida Marrero

SAC Chair: Lourdes Cuervo

Superintendent: Alberto Carvalho

Date of School Board Approval:

Last Modified on: 10/15/2012

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

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K-12 Public Schools  
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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
		Bachelors of Art in Education- St. Thomas University			2012 School Grade: B High Standards Reading: 66% High Standards Math: 51% Learning Gains Reading: 67% Learning Gains Math: 55% Gains Reading Lowest 25%: 53% Gains Math Lowest 25%: 53%
		Masters of Science in Elem. Ed, Early			2011 School Grade: A AYP: N High Standards Reading: 87% High Standards Math: 87% Learning Gains Reading: 44% Learning Gains Mathematics: 49% Gains Reading - Lowest 25%: 64% Gains Math - Lowest 25%: 61%
					2010 School Grade: A AYP: N High Standards Reading: 94%

Principal	Aida Marrero	Childhood, ESOL Endorsed, Masters of Science in Education Leadership- Nova Southeastern University	5	20	<p>High Standards Math: 91% Learning Gains Reading: 79% Learning Gains Mathematics: 76% Gains Reading - Lowest 25%: 75% Gains Math - Lowest 25%: 82%</p> <p>2009: School Grade: B AYP: N High Standards Reading: 85% High Standards Math: 81% Learning Gains Reading: 70% Learning Gains Mathematics: 67% Gains Reading - Lowest 25%: 48% Gains Math - Lowest 25%: 65%</p> <p>2008: School Grade: A AYP: N High Standards Reading: 86% High Standards Math: 78% Learning Gains Reading: 73% Learning Gains Mathematics: 54% Gains Reading - Lowest 25%: 68% Gains Math - Lowest 25%: 58%</p>
Assis Principal	Viviana Bouza Debs	<p>BA – Elementary Education – Florida International University 1994</p> <p>MS – Educational Leadership – Nova Southeastern University 2004</p>	2	5	<p>2012 School Grade: B High Standards Reading: 66% High Standards Math: 51% Learning Gains Reading: 67% Learning Gains Math: 55% Gains Reading Lowest 25%: 53% Gains Math Lowest 25%: 53%</p> <p>2011 School Grade: A AYP: N High Standards Reading: 87% High Standards Math: 87% Learning Gains Reading: 44% Learning Gains Mathematics: 49% Gains Reading - Lowest 25%: 64% Gains Math - Lowest 25%: 61%</p> <p>2010 School Grade: A AYP: N High Standards Reading: 94% High Standards Math: 91% Learning Gains Reading: 79% Learning Gains Mathematics: 76% Gains Reading - Lowest 25%: 75% Gains Math - Lowest 25%: 82%</p> <p>2009: School Grade: B AYP: N High Standards Reading: 85% High Standards Math: 81% Learning Gains Reading: 70% Learning Gains Mathematics: 67% Gains Reading - Lowest 25%: 48% Gains Math - Lowest 25%: 65%</p> <p>2008: School Grade: A AYP: N High Standards Reading: 86% High Standards Math: 78% Learning Gains Reading: 73% Learning Gains Mathematics: 54% Gains Reading - Lowest 25%: 68% Gains Math - Lowest 25%: 58%</p>

## 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)

## 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. Promote leadership roles within the school	Principal	June 2013	
2	2. Provide in house professional development teachers.	Principal	June 2013	

## 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	Administration will work with teacher to ensure all of required certification is completed.

## 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
47	0.0%(0)	21.3%(10)	55.3%(26)	23.4%(11)	48.9%(23)	66.0%(31)	2.1%(1)	8.5%(4)	74.5%(35)

## 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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Blue Lakes Elementary School's MTSS Team and the RtI Team consist of the Principal, Assistant Principal, Counselor, each Grade Level Chairperson, Program Specialist, Media Specialist, School Psychologist, and Reading Interventionist. Each of the aforementioned positions are included in the MTSS Leadership Team because they each represent an integral part of the school.

The Principal, Assistant Principal, and Reading Coach represent the administrative team of the school. Each Grade Level Chairperson represents their grade level and are the voice of the teachers in that grade level. The Program Specialist represents all the SPED teachers – self-contained and resource. The Media Specialist provides support with media materials, Accelerated Reader, and Reading Plus Programs and assists with data collection. The counselor assists as needed

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 team meets once a month to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices and support for all students. Pacing Guides are reviewed and implemented. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students.

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?

The MTSS Team at Blue Lakes Elementary School met with the EESAC and Principal to develop the SIP. The team provided information and data regarding student needs targeting Tier 1, 2, 3 students, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The RtI provides data on all students and suggestions for student achievement

### 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.

After analyzing the FCAT scores, the administration will group students by subgroups and tier level. These lists will be provided to the teachers to implement guided reading strategies, differentiated instruction, and interventions. Interventions will be implemented based on the Blue Lakes Elementary Intervention Pyramid. Each of the subject areas: Reading, Mathematics, Science, and Writing will follow the appropriate implementation at each of the Tiers. Tier 1: Push in teacher, Pull Out teachers, LEP Academy, SES After-school Tutoring, PMP (Parent Conference). Tier II implementation will consist of conferencing with student to review progress monitoring, and academic counseling. Tier III implementation will consist of SST meetings to determine the appropriate course of action to be implemented to ensure that students' needs are met. The RtI implementation for the Behavioral process will be included at the Tier I level, push in, push out teachers, Lep Academy, SES afterschool tutoring, PMP (parent conferencing) as well as the counselor will be invited. At Tier II along with conferencing with the student to review progress monitoring ,behavioral monitoring plan, behavioral counseling, and parent conferencing. At the Tier III level, SST conferencing and behavioral implementation of Functional Assessment Behavior (FAB), and Behavioral Intervention Plan (BIP) will be discussed to ensure students' needs are being addressed. The focus of RtI Implementation will focus on results not the process to ensure that all efforts are made and student intervention is met before placing students in appropriate programs.

Describe the plan to train staff on MTSS.

The Administration has been trained in the MTSS process through the Miami-Dade County Public School Professional Development course offerings. During this Summer; the Program Specialist, Media Specialist, and Support Teacher will be trained in MTSS through Professional Development. Trained personnel will in turn train staff members at the school through and in-house Professional Development session.

Describe the plan to support MTSS.

The team will meet once a month to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices and support for all students. Collaborative curriculum planning is implemented at grade level meetings. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Blue Lakes Elementary School's Literacy Leadership Team consist of the Mrs. Marrero, Principal, Mrs. Debs, Assistant Principal,, each Grade Level representative from PK-5th grade Mrs. Renaud – Kindergarten, Mrs. Bonilla - First Grade, Mrs. Torres – Second Grade, Ms. Ginarte – Third Grade, Ms. Kerr, Fourth Grade, Ms. Moreno, Fifth Grade, Ms. Cuervo – Media Specialist, Ms. Pena – School Counselor, Ms. Regueiro – Program Specialist, and Mrs. Diaz, Reading Interventionist. Each of the aforementioned positions are included in the LLT Leadership Team because they each represent an integral part of the school.

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

The team will meet once a month to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices and support for all students. Collaborative curriculum planning is implemented at grade level meetings. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students.

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

During the 2012-2013, Professional Learning Communities (PLC) in the areas of Reading/Language Arts, Mathematics, Science, SPED, and Writing will be established. Teams will once a month to discuss cross-curricular progress of student performance as evident through assessments in each of the subject areas.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*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.

### \*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.

### \*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?

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?

## 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](#)



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT Reading Assessment indicated that of the students tested 25% (55) achieved Level 3 proficiency. Given instruction using the Next Generation Sunshine State Standards and Common Core State Standards 29% (64) of the tested students will achieve Level 3 proficiency on the 2013 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(55)	29%(64)

#### 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	<p>The area of deficiency identified on the 2012 FCAT Reading Assessment was Reading Application.</p> <p>Students were deficient in the reporting category of Reading Application due to abilities in explaining and identifying the purposes of text features</p>	<p>Students will be assigned specific reading interventions programs according to grade levels and student needs. Differentiated Instruction</p> <p>Word of the Day -school-wide</p> <p>Reading Intervention Programs Available: Success Maker grades 1 - 2</p> <p>Success Maker – grades 3 - 4</p> <p>Reading Plus – grades 3-5</p> <p>Voyager – small group instruction</p>	<p>MTSS/RtI Leadership Team</p> <p>Reading Interventionist</p> <p>LLT Team</p>	<p>Interim Baseline Assessment</p> <p>Quarterly Assessments</p> <p>Grade group meetings</p>	<p>Formative: Ongoing classroom assessments as well as VPort , Interim Assessments, Success Maker, and Reading Plus reports are used.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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:	The results of the 2012 Florida Alternate Assessment Test, indicated that of the students tested 33% (4) achieved Levels 4,5, 6 proficiency. Given instruction using ACCESS Point s students will achieve 38% (5) higher proficiency on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(4)	38%(5)



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 were not given enough opportunities to practice using the sample test throughout the school year to improve on test taking skills.	Students will be given the sample Florida Assessment test throughout the school year to practice test taking strategies.  iReady – All SPED students	Administration MTSS / RtI team	Interim sample test throughout the school year.	Formative: 2013 Florida Alternate Assessment 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 Reading Assessment indicate that 40% (88) of the students tested achieved Level 4 and 5 proficiency. Given instruction using the Next Generation Sunshine State Standards, 42%(92) of tested students will achieve Levels 4 and 5 proficiency on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(88)	42%(92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The overall area of minimal growth identified on the 2012 FCAT Reading Assessment was Reading Application.  Students lacked inference skills when identifying Literary Analysis on Fiction and Non-Fiction literature.	Students will be given theme based projects to complete in cooperative groups as well as individual settings to direct them from guided learning to independent learning.  More emphasis on higher-order critical thinking questions will be implemented in Reading across the Curriculum.  Given real-world situations and documents students will be able to locate, research, and interpret data to answer text questions.  Reading Plus grades 3-5th	Administration Reading Interventionist Teachers LLT Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and progress of the anticipated barriers.	Formative: Ongoing classroom assessments  Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment Test, indicated that of the students tested achieved Level 7 proficiency in Reading. Given instruction using the, ACCESS Points. Students will achieve proficiency level of 20% (2) on the 2013 Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(2)	20%(2)

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 showed high frustration level when taking the FAA.  Students had a hard time sitting and completing the test.	Students will be given the opportunity to take the test in intervals. They will be given several mock opportunities throughout the year.  Use of iReady Program for all SPED students.	MTSS / RtI Team  Teachers  LLT Team	Interim sample test throughout the school year.	Formative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT Reading Assessment indicate that 66% (89) of the students tested made learning gains. Given instruction using the Next Generation Sunshine State Standards, 71% (95) of the tested students will make learning gains on the 2013 FCAT Reading Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(89)	71%(95)

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	Poor student attendance limited students from achieving learning gains.  Students had excessive tardiness and absences that inhibited them from attending class and completing assignments.	Target students not making learning gains. Provide parental workshops to assist in the understanding of importance of student participation in tutorial programs.	Administration  MTSS/RtI Leadership team  LLT Team	Monthly grade group and RtI meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments  Summative: 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT Reading Assessment indicate that 53% (N<30) of students tested in the lowest 25% made learning gains. Given instruction using the Next Generation Sunshine State Standards, 63% (N<30) of the student in the Lowest 25% will make learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(N<30)	63%(N<30)

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	Poor student participation in intervention programs, limited students from achieving learning gains.  Students will be given the opportunity to participate on a daily basis with fidelity in the Media Center using the intervention programs assigned to each individual to student to meet their individual needs.	Target students in the lowest 25% will participate in remediation and intervention. Programs such as Voyager will be implemented with fidelity.  Voyager instruction within the Language Arts block as well as a pull-out small group instruction.  Success Maker 3rd -5th grade. iReady for All SPED students.	Administration MTSS/RtI Leadership Team  LLT Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments Interims Program Generated Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The results of the 2012 FCAT Reading Assessment indicated that students in specific subgroups did not make satisfactory progress. Using AMO objectives the instruction will target specific subgroups to achieve satisfactory					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 Reading Assessment indicated that students in specific subgroups did not make satisfactory progress. Using AMO objectives the instruction will target specific subgroups to achieve satisfactory progress. The following targeted groups did not meet Satisfactory Progress: White, Hispanic, English Language Learners, and Students with Disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 77% (24) Black: N/A Hispanic: 65%(121) Asian: N/A American Indian: N/A	White: 91%(28) Black: N/A Hispanic: 69%(128) Asian: N/A American Indian: 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
1	Students were deficient in the reporting category of Reading Application. In order to determine the main idea or essential message in grade level text or higher text through inferring, paraphrasing, and summarizing students need to have differentiated instruction throughout the Reading curriculum.	Identified students in the different subgroups will participate in remediation and intervention. Programs such as Voyager, Success Maker, and i-Ready will be implemented with fidelity.	Administration MTSS/RtI Leadership Team LLT Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments Interims Program Generated Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT Reading Assessment indicated that 54%(28) of students tested in the ELL subgroup did not achieve proficiency. Given instruction using Common Core our goal is to increase student proficiency to 61%(32) on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(28)	61%(32)

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 targeted within the ELL displayed language barriers which played a big role in the students lack of motivation for reading. Teachers will assist students in using graphic organizers to see patterns and summarize the main points in a given selection.	New reading incentives will be given to ELL students to motivate their reading. Wildcat Paw program will provide students with the motivation to promote reading. Accelerated Reader books have been purchased in their native language to encourage reading.	Administration MTSS/RtI Leadership Team LLT Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers	Formative: Ongoing classroom assessments Interims Program Generated Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Assessment indicated that 24% (10) of students in the SWD achieved satisfactory progress. Given instruction using Common Core, our goal is to increase students making satisfactory progress to 50%(20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(10)	50%(20)

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 will be targeted within the SWD program who indicate a decreasing n the reporting category of Reading Application.  Students need assistance and more practice with prefixes, root words, synonyms and antonyms.	Students will participate in the Accelerated Reader Program. Incentives will be provided to motivate students in achieving their individual goal.  Teachers will assist students in working on a variety of activities depicting sets of words that are semantically related.	Administration MTSS/RtI Leadership Team LLT Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers	Formative: Ongoing classroom assessments Interims Program Generated Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Assessment indicated that 63% (90) of students in the ED achieved satisfactory progress. Given instruction using Common Core, our goal is to increase students making satisfactory progress to 66%(94).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(90)	66%(94)

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	Targeted students within the ED subgroup indicated difficulty in determining the correct meaning of words with multiple meanings within the context.	Students will participate in various reading programs throughout the school year. Incentives will be provided to motivate students to achieve their individual reading goal. Special time will be given to students to participate in Lunch Bunch with the counselor to provide additional opportunities for reading.	Administration MTSS/RtI Leadership Team LLT Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers	Formative: Ongoing classroom assessments Interims Program Generated Reports  Summative: 2013 FCAT 2.0 Reading 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
Reading/Language Arts PLC	K-5	Mrs. Debs, AP	All teachers in the Reading/LA Department (3rd, 4th, and 5th) and one teacher from Kindergarten, 1st, and 2nd Grade.	8/17/12 9/5/12 10/3/12 11/7/12, 1/9/13 2/6/13 3/6/13 5/1/13	Agendas, minutes from previous meetings, and student progress discussions. Participants will maintain a log.	Administrators MTSS / RtI Leadership Team

Reading 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
Provide opportunities for hands-on training in the area of Reading.	Refreshments/ Handouts – materials for participants.	Special Purpose Account	\$75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$75.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2012 CELLA in the Listening/Speaking assessment indicates that 48% (64) of students tested achieved proficiency. Given instruction using the Next Generation Sunshine State Standards students will achieve at or above proficiency level on the

2012 Current Percent of Students Proficient in listening/speaking:

48%(64)

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 lack opportunities to hear and speak proper English outside of a school setting.  Students need more practice with oral instruction assignments.	Pair up with a fluent English speaker buddy and record conversations and passages from selected text.  Students have allocated time to use the Success Maker program.	ESOL teacher  Media Specialist  LLT Team	On-going teacher made test in the areas of Listening/Speaking	Program generated assessments.  Formative: 2013 CELLA Assessment

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA Reading Assessment indicates that 19% (25) of students tested achieved proficiency. Given instruction using the Next Generation Sunshine State Standards, students will score higher on the area of Reading of the CELLA Assessment

2012 Current Percent of Students Proficient in reading:

19%(25)

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 have low circulation records in the English language books.	Teachers and Media Specialist will correlate times for students to check out books in the English language.  Students will use the Success Maker program with consistency to achieve Reading proficiency.	ESOL Teacher  Media Specialist	Circulation Records	Program generated assessments.  Formative: 2013 CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2012 CELLA Writing Assessment indicates that 28% (37) of students tested achieved proficiency. Given instruction using the Next Generation Sunshine State Standards, students will score higher on the Writing portion of the CELLA Assessment.

2012 Current Percent of Students Proficient in writing:

28%(37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not comfortable writing in a foreign language to them, English.  Students lack participation in creative writing assignments.	Students will keep a journal in their native langue and translate using Spanish-English dictionary with the assistance of the teacher.  Students will participate in monthly writing prompt assignments as well as creative writing assignments. The use of Spanish-English dictionaries will be implemented to assist students in translation of unknown words in their vocabulary	ESOL Teacher	Interim Writing Assessments using Expository and Narrative prompts.	Monthly writing prompts.  Formative: 2013 Writing FCAT 2.0 Assessment

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



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Assessments indicates that 26% (57) of students tested achieved level 3 proficiency. Given instruction using the Next Generation Sunshine State Standards, 40% (88) of the tested students will achieve Level 3, proficiency level, on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(57)	40%(88)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT Mathematics assessments indicate a decline in Number: Base Ten & Fractions.  Lack of participation in computer-based intervention programs.	Develop a system for use of manipulatives to ensure that students have a hands-on experience .This will assist students in the understanding and reinforcement of concepts using problem solving skills.  Students will utilize the mathematics component of Success Maker in grades 3-5.  iReady math component for all SPED students.  Think Central component of the curriculum for math strategies.	Administration  MTSS/RTI Leadership Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments Interims Program generated reports.  Summative: 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	The results of the 2012 Florida Alternate Assessment Test, indicated that 33% (4) of the students tested achieved Levels 4,5,6 proficiency in Mathematics. Given instruction using ACCESS Points of the tested students will achieve 38% (5) proficiency on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(4)	38%(5)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students were not given enough opportunities to practice using the sample test throughout the school year to improve on test taking skills.	Students will be given the sample Florida Assessment test throughout the school year to practice test taking strategies.  Utilize iReady for all SPED students.	Administration  MTSS/RtI team	Interim sample test throughout the school year.	Interim Assessments Program generated reports  Formative: 2013 Florida Alternate Assessment 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 mathematics.  Mathematics Goal # 2a:	The results of the 2012 FCAT Mathematics Assessments indicates that 24% (52) of students tested achieved proficiency in Levels 4 and 5. Given instruction using the Next Generation Sunshine State Standards, 30% (66) of tested students will achieve Levels 4 and 5, above proficiency, on the 2013 FCAT Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(52)	30%(66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT Mathematics Assessment indicate that students showed deficiency in Base Ten & Fractions and Geometry and Measurement.  Students lack of hands-on usage of manipulatives used in order to solve Geometry and Fractions.	Given real-world situations opportunities for students to develop critical thinking skills using higher order thinking skills as well as critical thinking strategies in order to solve problems in the areas of Geometry and Fractions.  Utilize the math component of Success Maker in grades 3-5.	Administration	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments  Program generated reports  Summative: 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal # 2b:	The results of the 2012 Florida Alternate Assessment Test, indicated that 17% (2) of the students tested achieved Level 7 proficiency in Mathematics. Given instruction using ACCESS Points students will achieve 20% (2 proficiency) on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(2)	20%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Reduce the level of frustration during test taking.  Students have the inability to sit for long periods of time during the test.	Students will be given the opportunity to practice the sample Florida Alternate Assessment Test throughout the school year to simulate actual test.  Teachers will work to administer the test in intervals to limit the frustration of the students during the actual test.  Utilize iReady for all SPED students.	MTSS/ Rtl Team	Monthly Rtl meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Program generated reports  Interims  Formative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Assessments indicates that 55% (74) of students tested made learning gains. Given instruction using the Next Generation Sunshine State Standards, 65% (87) of the tested students will make learning gains on the 2013 FCAT Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(74)	65%(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	Students did not make mathematic learning gains the areas of Number: Fractions in 3rd grade and the Number: Base Ten & Fractions in 5th grade.  Lack of implementation of computer-based intervention program.	Students will be scheduled to complete mathematics session using Success Maker on a daily basis. This will be completed with fidelity.  Specific Scheduled times to use Success Maker in school.  Implementation of Math Builder	MTSS/Rti Team Administration	Monthly Rtl meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers	Program generated reports Interims  Formative: 2013 FCAT 2.0 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Assessments indicate that 53% (18) of students tested in the lowest 25% made learning gains. Given instruction using the Next Generation Sunshine State Standards, 63% (21) of the student in the Lowest 25% will make learning gains when comparing the 2013 FCAT of the 2011 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(18)	63%(21)

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	Results of the 2012 FCAT Mathematics Assessments indicates that students show a decrease in solving multi-step questions.  Students were not given enough opportunities to participate in real-world situations along with critical thinking skills in order to solve multi-step questions.  Lack of use of intervention program – Success Maker	Provide real world examples by infusing opportunities for students to solve problems using Geometry and Measurement concepts. In tandem the use of manipulatives will be implemented to assist students in transferring understanding of practical applications.  Scheduled times for students to complete Success Maker Sessions with fidelity.	Administration  MTSS/ RtI Leadership Team	Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments  Interims  Program generated reports  Summative: 2013 FCAT Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : The results of the 2012 FCAT Reading Assessment indicated that students in specific subgroups did not make satisfactory progress. Using AMO objectives the instruction will target specific subgroups to achieve satisfactory					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Mathematics Goal #5B:  Reading Goal #5B: The results of the 2012 FCAT Mathematics Assessment indicated that students in specific subgroups did not make satisfactory progress. Using AMO objectives the instruction will target specific subgroups to achieve satisfactory progress. The following targeted groups did not meet Satisfactory Progress: White, Hispanic, English Language Learners, and Students with Disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 77%(24) Black: N/A Hispanic: 47%(87) Asian: N/A American Indian: N/A	White: 91%(28) Black: N/A Hispanic: 68%(126) Asian: N/A American Indian: 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
1	Students were deficient in the reporting category of Mathematics . In order to determine the main idea or essential message in grade level text or higher text through inferring, paraphrasing, and summarizing students need to have differentiated instruction throughout the Mathematics curriculum.	Develop a system for use of manipulatives to ensure that students have a hands-on experience. This will assist students in the understanding and reinforcement of concepts using Number and Operations.	Administration  MTSS/ RtI Leadership Team	Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments  Interims  Program generated reports  Summative: 2013 FCAT Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Assessment indicated that 42%(22) of students tested in the ELL subgroup did not achieve proficiency. Given instruction using Common Core our goal is to increase student proficiency to 54%(28) on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(22)	54%(28)

**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	Results of the 2012 FCAT Mathematics Assessments indicated that students showed a decrease in the reporting category of Measurement and Geometry.  Students had difficulty in the ability to provide context for mathematical exploration and the development of student	5C.1.  Provide real world examples and experiences for infusing opportunities for students to solve problems using Geometry and Measurement concepts. Teachers will assist students to understand the concept of transferring	Administration  MTSS/RtI Leadership Team	Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments  Interims  Program generated reports  Summative: 2013 FCAT Mathematics Assessment

understanding of geometric and measurement concepts by the support of the manipulatives and engaging opportunities for practice	understand of practical applications.  Translation will be provided for students to solve problems in their native language and make transitions within the curriculum.		
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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 Mathematics Assessment indicated that 22%(9) of students tested in the ELL subgroup did not achieve proficiency. Given instruction using Common Core our goal is to increase student proficiency to 52%(21) on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(9)	52%(21)

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 in the SWD were not able to participate in activities that promoted the concepts of composing, describing, analyzing, and classifying of measurement concepts.	Students will be given opportunities to use different forms of intervention such as i-Ready, small group instruction to clarify and chunk information presented in the textbooks.	Administration  MTSS/RtI Leadership Team	Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative: Ongoing classroom assessments  Interims  Program generated reports  Summative: 2013 FCAT Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT Reading Assessment indicated that 63% (90) of students in the ED achieved satisfactory progress. Given instruction using Common Core, our goal is to increase students making satisfactory progress to 66%(94).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(63)	64%(92)

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
	Students in the ED subgroup indicated that students showed a decrease in the reporting	The use of manipulatives will be incorporated into the instruction to assist student understanding of	Administration  MTSS/RtI Leadership Team	Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and	Formative: Ongoing classroom assessments

1	category of Measurement and Geometry. Students will use manipulatives during small group instruction to infer results in building a three-dimensional object along with a written explanation for better understanding.	practical applications. Translation will be provided for students to solve problems in their native language and make transitions within the curriculum.		anticipated barriers.	Interims Program generated reports Summative: 2013 FCAT Mathematics Assessment
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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
Mathematics PD	K-5	Mrs. Debs, AP	All teachers in the Mathematics Department (3rd, 4th, 5th) and one teacher from Kindergarten, 1st, and 2nd Grade.	8/17/12 9/12/12 10/10/12 11/14/12 1/16/13 2/13/13 3/13/13 5/08/13	Agendas, minutes from previous meetings, and student progress discussions. All participants will maintain a log throughout the PLC.	Administrators MTSS/RtI Leadership Team

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
Provide opportunities for hands-on training in the area of Mathematics.	Refreshments/ Handouts – materials for participants.	Special Purpose Account	\$75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$75.00

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 Science Assessments indicated that 32% (24) of students tested achieved a level 3 proficiency. Given instruction using the Next Generation Sunshine State Standards 36% (27) of the tested students will achieve Level 3 proficiency on the 2013 FCAT Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(24)	36%(27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT Assessment indicates that students show a deficiency in Nature Physical Science.  Students had limited access to labs in the classrooms.	Students will be given opportunities to engage in real-world situations through hands-on lab activities that will assist students in understanding and transferring data in order to solve science concepts using critical thinking strategies.  Daily and weekly labs will be implemented in order for students to inference information of the observations they make.  Replenish science lab equipment as needed.  School-wide participation in the Science Fair and implement a Science Fair Committee  Utilize computer software – Science Builder	Administration  MTSS/RtI Leadership Team	Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.	Formative :Ongoing classroom assessments  Interims  Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT Science Assessment indicates that of students tested 4% (3) achieved level 4 and 5 proficiency. Given instruction using the Next Generation Sunshine State Standards, 6% (4) of students who test will achieve Levels 4 and , above proficiency on the 2013 FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(3)	6%(4)

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	<p>The 2012 FCAT Assessment indicates that students need to develop skills using the Scientific Method.</p> <p>Lack of opportunities for students to participate in daily and weekly science labs.</p> <p>Specific labs focusing on inferencing and higher order thinking skills/strategies were not implemented.</p>	<p>Students will be given opportunities to participate in the maintenance and development through a hands-on approach in our natural habitat located at the school.</p> <p>Students will keep a daily journal of on-going science labs in the classroom.</p> <p>School-wide Science Fair will be implemented.</p>	<p>Administration MTSS/RtI Leadership Team</p>	<p>Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.</p>	<p>Formative: Ongoing classroom assessments</p> <p>Program generated reports</p> <p>Interims</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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						

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 Assessment indicated that 86%(56) of students tested achieved level 3 proficiency. Given instruction using the Next Generation Sunshine State Standards, 88% (57) of tested students will achieve Level 3.0 and higher on the 2013 FCAT Writing Assessment
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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86%(56)	88%(57)
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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	<p>The results of the 2012 FCAT Writing Assessment indicates that students demonstrated a lack of the necessary skills needed in order to incorporate supporting details, organizations, and conventions in their writing.</p> <p>Lack of practice in the areas of conventions/grammar.</p>	<p>During writing instruction students will be grouped by ability. Fourth grade teachers, Writing PLC team members, and Media Specialist will collaborate in planning school-wide activities to assist targeted groups.</p> <p>Teachers will utilize the language arts website to obtain supplemental materials to help students achieve understanding of grammar and conventions.</p>	<p>Administration MTSS/RtI Leadership Team LLT Team</p>	<p>Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.</p>	<p>Formative: Ongoing classroom assessments Monthly Writing Prompts  Summative: 2013 FCAT 2.0 Writing Assessment</p>

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:	The results of the 2012 FCAT Writing Assessment indicated that 86%(56) of students tested achieved level 3 proficiency. Given instruction using the Next Generation Sunshine State Standards, 88% (57) of tested students will achieve Level 3.0 and higher on the 2013 FCAT Writing Assessment
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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86%(56)	88%(57)
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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	<p>The results of the 2012 FCAT Writing 2.0 showed evidence that students scoring a 4 or higher need to have additional elaboration on the areas of the support components.</p>	<p>Students will use monthly prompts to highlight and focus on elaborating support in their writing.</p>	<p>Administration MTSS/RtI Leadership Team LLT Team</p>	<p>Monthly grade group meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers.</p>	<p>Formative: Ongoing classroom assessments Monthly Writing Prompts  Summative: 2013</p>

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 PD	K-5	Mrs. Debs, AP	The Content Area (Science/SS) teacher from 3rd, 4th, 5th Grade, and one teacher from Kindergarten, 1st, and 2nd Grade.	8/17/12 9/05/12 10/03/12 11/07/12 01/09/13 02/06/13 03/06/13 05/01/13	Agendas, minutes from previous meetings, and student progress discussions.	Administrators MTSS/RTI Leadership Team

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
Provide opportunities for hands-on training in the area of Writing.	Refreshments/ Handouts – materials for participants.	Special Purpose Account	\$75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$75.00</b>

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance  Attendance Goal # 1:	Our goal for the 2012 school year is to increase attendance to 97% by decreasing the number of students with excessive absences. The number of students with excessive absences and excessive tardiness will be reduced by 1%.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.01%(554)	96.51%(492)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
187	178
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
141	134

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	<p>Our goal for the 2012-2013 school year is to increase attendance to 97% by decreasing the number of students with excessive absences. The number of students with excessive absences and excessive tardiness will be reduced by 3%.</p> <p>Certain students arrive to school late consistently.</p>	<p>Teach and immolate healthy choices and prevention strategies. Announce daily on morning announcements classes with perfect attendance to earn incentives.</p> <p>Counselor will establish a support group with targeted students who continuously arrive to school late. in order to create a welcoming climate.</p> <p>Student assemblies will be implemented to address the concerns of attendance and tardiness.</p>	<p>Administration Counselor MTSS/RtI Team</p>	Attendance Reports	Attendance Rosters and Quarterly 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
Grade Level Meetings	Individual grade levels K-5	Principal, Mrs. Marrero Assistant Principal, Mrs. Debs	All classroom teachers.	Target Dates - First Tuesday of each month during planning time.	Agendas, minutes from previous meetings, and student progress discussions	Administrators MTSS/RtI Leadership Team

## 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
Provide opportunities for hands-on training in the area of student attendance.	Rewards for Perfect Attendance.	Special Purpose Account	\$75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$75.00</b>

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:	During the 2012-2013 school year we will continue to maintain a low number of suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

2						2
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	<p>Parents/Guardians and students are unfamiliar with the Student Code of Conduct.</p> <p>Students are experiencing difficulty transitioning from class to class.</p>	<p>Assemblies at the beginning of the school year for parents, guardians, and students to review the Student Code of Conduct. Student Orientations will be conducted throughout the school year.</p> <p>Utilize SPOT Success Recognition Program as an incentive in order to promote positive behavior.</p> <p>Student of the Month Ceremony to promote positive behavior</p>	<p>Administrative MTSS/RtI Leadership Team Counselor</p>	<p>Monthly PLC meetings to discuss effectiveness of implemented curriculum, strategies, and anticipated barriers</p>	<p>COGNOS, Suspension District Reports</p>	

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

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

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

Suspension Budget:

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

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>During the 2011-12 school year parents participated in a total of 25 % of our school events. Our goal for the 2012-13 school year is to increase parental involvement to 30% . The staff and administration is working collaboratively with the PTA to promote events and schedule events at different times throughout the school year</p>
<p>2012 Current Level of Parent Involvement:</p>	<p>2013 Expected Level of Parent Involvement:</p>
25%	30%

### 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	Lack of participation in school-wide activities were due to schedule of events and meetings during school hours. Working parents could not participate.	Meetings will be scheduled before and after school hours in order to facilitate participation of working parents.	Administration PTA MTSS/RtI Leadership Team	Review of Sign-in sheets and logs to determine the number of persons attending scheduled meetings and events	Parent Resource Center Parent/Conference 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						



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

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:		School-wide Science Fair is implemented. Students in grades 3-5 are responsible for completing individual projects. Our stem goal is to promote for students in K-2 to complete individual projects to grasp a better understanding of the Scientific Method.			
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	Lack of parental awareness on the Science Process.	Workshops for parents will be made available to understand the Scientific Process.	Administration Science Department Chairperson LLT Team	Review student completed project in steps. Parents must initial each step completed by the child and the teacher as well will initial.	Science Fair Project Student Checklist

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
Provide opportunities for hands-on training in the area of Science	Allocation for Science Boards for those students unable to purchase materials for participants.	Special Purpose Account	\$75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$75.00

*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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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
Reading	Provide opportunities for hands-on training in the area of Reading.	Refreshments/ Handouts – materials for participants.	Special Purpose Account	\$75.00
Mathematics	Provide opportunities for hands-on training in the area of Mathematics.	Refreshments/ Handouts – materials for participants.	Special Purpose Account	\$75.00
Writing	Provide opportunities for hands-on training in the area of Writing.	Refreshments/ Handouts – materials for participants.	Special Purpose Account	\$75.00
Attendance	Provide opportunities for hands-on training in the area of student attendance.	Rewards for Perfect Attendance.	Special Purpose Account	\$75.00
STEM	Provide opportunities for hands-on training in the area of Science	Allocation for Science Boards for those students unable to purchase materials for participants.	Special Purpose Account	\$75.00
				Subtotal: \$375.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$375.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment

## 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
The projected SAC funds will be utilized for hiring an hourly teacher that will assist in student achieving student performance as needed throughout the school.	\$2,560.00

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

The EESAC committee members will work cooperatively to ensure that School Improvement Plan strategies are in place and followed throughout the school year. Members will assist and cooperative with school administration and teachers and act as a support in order to enhance curriculum to achieve goals depicted on the 2012-2013 SIP.

# 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 BLUE LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	87%	65%	326	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	44%	49%			93	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?	64% (YES)	61% (YES)			125	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					544	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District BLUE LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	91%	95%	70%	350	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	79%	76%			155	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?	75% (YES)	82% (YES)			157	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					662	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested