FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BARBARA HAWKINS ELEMENTARY SCHOOL

District Name: Dade

Principal: Rhonda Y Williams

SAC Chair: Derek Negron

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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	Rhonda Williams	Mathematics, Chemistry, MG General Science, Middle Grades, Educational Leadership	3	14	'12 '11 '10 '09 '08 School Grade D C B B C High Standards Rdg. 38 57 66 65 53 High Standards Math 41 77 73 71 64 Lrng Gains-Rdg. 59 46 62 69 58 Lrng Gains-Math 33 62 56 54 61 Gains-Rdg-25% 70 42 58 67 57 Gains-Math-25% 23 73 60 67 65
Assis Principal	Dannette L. Aviles	Elementary Ed ESOL Educational Leadership	1	6	'12 '11 '10 '09 '08 School Grade C C C B B High Standards Rdg 42 51 50 67 67 High Standards Math 41 52 46 69 68 Lrng Gains-Rdg 66 59 63 67 63 Lrng Gains-Math 60 62 67 63 69 Gains-Rdg-25% 76 68 69 59 59 Gains-Math-25% 64 70 70 60 65

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	Mildred Moore	Elementary Education, Reading, Primary Ed, ESOL	18	14	Barbara Hawkins Elementary '12 '11 '10 '09 '08 School Grade D C B B C High Standards Rdg. 38 57 66 65 53 High Standards Math 41 77 73 71 64 Lrng Gains-Rdg. 59 46 62 69 58 Lrng Gains-Math 33 62 56 54 61 Gains-Rdg-25% 70 42 58 67 57 Gains-Math-25% 23 73 60 67 65
Math	Derek Negron	Elementary Education, Educational Leadership	8	1	Barbara Hawkins Elementary '12 '11 '10 '09 '08 School Grade D C B B C High Standards Rdg. 38 57 66 65 53 High Standards Math 41 77 73 71 64 Lrng Gains-Rdg. 59 46 62 69 58 Lrng Gains-Math 33 62 56 54 61 Gains-Rdg-25% 70 42 58 67 57 Gains-Math-25% 23 73 60 67 65
Science	Craig Uptgrow	Elementary Education, ESOL	1	1	Charles Drew Elementary '12 '11 '10 '09 '08 School Grade B A D B C High Standards Rdg. 35 64 65 56 60 High Standards Math 55 73 63 67 66 Lrng Gains-Rdg. 57 60 51 42 51 Lrng Gains-Math 65 79 46 66 62 Gains-Rdg-25% 79 67 47 55 55 Gains-Math-25% 75 84 47 82 66

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. Partnering new teachers with veteran staff	Principal	Ongoing	
2	2. Soliciting referrals from current teachers.	Principal	Ongoing	
3	3. Communicate with colleges and universities to solicit quality interns and graduates.	Assistant Principal	ongoing	
4	4. Provide effective teachers with leadership opportunities and department chair opportunities.	Principal	Ongoing	

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
0	

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
24	0.0%(0)	8.3%(2)	41.7%(10)	45.8%(11)	50.0%(12)	100.0%(24)	91.7%(22)	4.2%(1)	45.8%(11)

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
Carloyn Trent	Lynnise Thomas	Starting second year.	Modeling lessons, peer observations, monthly progress monitoring of instructional strategies and classroom management.
Patericia Innocent	Tanya Ritchie	Starting second year.	Modeling lessons, peer observations, monthly progress monitoring of instructional strategies and classroom management.

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. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Leadership Team under the guidance of the reading coach identifies 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. The Reading coach will sit with reading teachers to identify student needs and then assist in the identifying and implementing lessons and differentiating instruction for all students. The reading coach will monitor implementation of reading program and hold powerful discussions with administration. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Barbara Hawkins 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. At Barbara Hawkins Elementary, we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. The mentor teacher will then observe beginning teacher deliver instructional lessons and assist the teacher in monitoring student progress and modifying instruction. Mentor and Mentee will meet bi-weekly and inform administration of any additional support that may be needed.

Title III

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:
• 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)
A

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. When parents or guardians register new students, registrar meets with families to inquire of any needs family may have. 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 and 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. Project Upstart will be implementing a 2012 summer academic enrichment camp for students in four 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. November is Homeless Awareness Month, the school promotes a canned food drive to donate to the Miami Rescue Mission.

Supplemental Academic Instruction (SAI)

Barbara Hawkins Elementary 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 counselor.
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 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. The Physical Education teacher stresses the use of exercise and proper nutrition.
3) The School Food Service Program, school breakfast, school lunch, school fundraising, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
4) The school has been selected to participate in the "Fresh Fruit and Vegetable Program (FFVP) in Florida Schools" to expand the variety of fruits and vegetables children consume, increase children's fruit and vegetable consumption, and to make a difference in children's diets to impact their present and future health.
5) The school is partnered with Fuel Up to Play 60 and the National Dairy Council to increase the physical fitness and nutrition in all students, families, faculty, and staff.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

At Barbara Hawkins Elementary, we hold a Career Day every year where we get parents and community members involved. Guests represent various professional and technical jobs. We also participate in the KAPOW program (Kids and the Power of Work). The program has community participants work with classes of students by providing lessons and then host a fieldtrip to the work site.
As part of the non-fiction section of the Media Center, there is a part of this section that is dedicated to depicting a variety of careers.

Other

Parent Involvement Program Description
Barbara Hawkins Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.
Additional academic and support services will be provided to students and families of the Migrant population as applicable.
School Improve Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.
Barbara Hawkins Elementary has a partnership with Health Connect in Our Schools (HCiOS).
• HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

At Barbara Hawkins Elementary the MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
1. The MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
The Principal and assistant principal will ensure commitment and allocate resources; Teacher(s) and Reading Coach who share the common goal of improving instruction for all students; and Team members who will work to build staff support,

internal capacity, and sustainability over time.
2. The MTSS/RtI Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
Title one reading coach, math and science coaches,
Special education teacher
School guidance counselor
School psychologist
School social worker

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. At the core level we will evaluate how students respond to solid instruction using Houghton Mifflin, in mathematics using Houghton Mifflin Harcourt and Scott Foresman in Science. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

For the past seven years, our school has provided ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job embedded professional development
targeting these needs. MTSS features school-based teams that include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

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 MTTS Leadership Team meets on an as needed basis to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The functions of the MTSS Leadership Team member are outlined below:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
What will all students learn? (curriculum based on standards, pacing guides)
How will we determine if the students have learned? (textbook, interims, mini benchmark assessments, and teacher-made assessments)
How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. Identify trends in data by grade level, class and intervention groups.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The MTSS Leadership Team has an active role in the development and implementation of the School Improvement Plan (SIP). The MTSS Leadership Team along with the SIP Writing Committee will analyze and disaggregate data presented in the SIP.

Individualized Educational Plans (IEPs) will be developed, implemented, and monitored for maximum student success.

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures

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
• Local Math and Science assessments
• QZAB
• SuccessMaker
• FCAT 2.0
• 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
Ongoing Progress Monitoring will take place through the use of the PMRN and Edusoft systems, which provide data interpretation of the results of the different components in the FAIR assessment, the administration of in-house Next Generation Sunshine State Standards Benchmark Assessments and Common Core State Standards, and the analysis of the Voyager Passport and SuccessMaker data.

Data will be analyzed and interpreted through regularly scheduled data chats in order to adjust the Tier 1 core instructional practices being implemented through the general curriculum, develop Tier 2 supplemental instruction and interventions for targeted students that is aligned to the core instruction, and prescribe Tier 3 intensive instructional or behavioral intervention for individual students that is aligned with all core instructional methodologies.

Describe the plan to train staff on MTSS.

An informational review session will be provided for all teachers during the opening of school faculty meeting in order to train staff on MTSS as an essential element to our curriculum program, and to reinforce its significance for student achievement. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year to discuss data-based decision-making, and supporting and evaluating interventions. The MTSS Leadership team will also provide updates during faculty meetings as needed.

In addition, the district will provide professional development and support which includes training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan, and providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not

limited to the following, Barbara Hawkins Elementary plans to support MTSS through:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district
level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Barbara Hawkins Elementary Literacy Team is composed of the Rhonda Y. Williams (Principal), Dannette Aviles (Assistant Principal), Mildred Moore (Reading Coach), Derek Negron (Math Coach), Craig Uptgrow (Science Coach), Dorothy Hammer (Media Specialist), and Gloria Tillem, Marthenia King-Mapps, Andrea Thompkins, Kimberly Negron, Tiffany Davis, and Brittany Mandrell (a reading teacher from each grade level) and Vivian Tempkins (Reading interventionist).

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

The Literacy Leadership Team meets formally on a monthly basis before school. At the Literacy meetings the team discusses reading data and trends. The team also reviews the minutes and address any concerns developed during the biweekly Leadership Meetings.

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

A major initiative of the Literacy team for the 2012-2013 school year will be to maintain the fidelity of the Reading Program, intervention groups and continue the development of Differentiated Instruction within the reading classes.

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 the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Local preschools are invited to bring their students and spend part of their day in a kindergarten class, and even have lunch in the school cafeteria. Additionally, an orientation is conducted prior to the opening of schools for all incoming kindergarten students. In early August 2012, Barbara Hawkins Elementary will host a welcoming and greeting session for all incoming kindergarten students and their parents. At the meeting parents and students will have the opportunity to become acquainted with their child's teacher and classroom location.

*Grades 6-12 Only

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 23% of students achieved level proficiency. Our goal for the 2012-2013 school year is to increase by 8 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (32)	31% (44)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 administration of the FCAT Reading Test for Grade 3 was Reporting Category 2 Reading Application with only an average of 55% correct. The area of concern for grades 4 and 5 was Reporting Category 3 Literary Analysis with an average of 54% and 63% respectively.	For Grade3, teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will focus on the author's feelings and thinking. Main idea may be stated or implied. Grades 4 and 5 will be provided practice in identifying elements in story structure within text. This will help students identify character development and character point of view by asking key questions. Students will be able to understand figurative language and text features.	Reading Coach, Classroom Teacher and MTSS/RtI Team, and Leadership Team	Using the FCIM during weekly grade-level meetings, teachers and the reading coach will analyze results of ongoing classroom Assessments. There will be a focus on Reading Application and Literary Analysis to help students develop meaning from text and adjust instruction as needed.	Formative: Mini Monthly assessments FAIR SuccessMaker Accelerated Reader Reports Summative: Results from 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	After the administration of the Florida Alternative Assessment, 0% of our students scored a Level 4, 5, or 6.
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 reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 16% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (22)	19% (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 area which demonstrated the least amount of growth when comparing the 2011 FCAT Reading to the 2012 FCAT Reading Test and would require students to improve performance on Reporting Category 3 Literary Analysis Fiction and Nonfiction for grade 4.	Provide a variety of enrichment instructional strategies and activities that include character development, point of view, setting, problem/resolution, descriptive (e.g. mood, imagery) and figurative language (e.g. simile, metaphor, personification), and text features (e.g. titles, subtitles, headings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, text boxes, stanzas).	Reading Coach, Classroom Teacher and Leadership Team	Using the FCIM model, monthly targeted benchmarks will be assessed based on students' strengths and weaknesses on the Baseline / Interim Assessments. After each assessment, teachers will implement student profile sheets for student conferences and data tracking.	Formative: Monthly Assessments Interim Assessments FAIR SuccessMaker Accelerated Reader Reports Summative: Results from 2013 FCAT 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 indicate that 100% of our students achieved level 7 in reading. Our goal for the 2012-2013 school year is to increase or maintain 100% of our students at level 7 or above.
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
1	The area of deficiency noted on the 2012 Florida Alternate Assessment is matching objects, pictures, gestures/signs, symbols to tasks in routines and identifying characters or objects in familiar stories.	Teachers will provide a variety of instructional strategies and activities that include character development, point of view, setting, problem/resolution, descriptive (e.g. mood, imagery) and figurative language. Vocabulary will be introduced to students with pictures and print and will be faded for long term comprehension and retention.	SWD Teacher, Reading Coach, Classroom Teacher, Assistant Principal	Using the FCIM model, monthly targeted benchmarks will be assessed based on students' strengths and weaknesses on the Baseline / Interim Assessments	Formative: FAIR SuccessMaker Accelerated Reader Reports Summative: Results from 2013 Florida Alternate Assessment (FAA)

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 59% of students made learning gains. Our goal for the 2013 school year is to increase the number of students making learning gains by 10 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (51)	69% (60)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading was Reporting Category 2 Reading Application.	Provide opportunities to students which enable them to make inferences, draw conclusions, return to text as support for answers, analyze stated vs. implied main ideas, use graphic organizers to analyze text, interact with text, understand text structures and summarize text.	Reading Coach, Classroom Teacher and MTSS/RtI Leadership Team	Ongoing classroom assessments focusing on Reading Application to help develop meaning from text and adjust instruction as needed. Leadership Team will meet monthly to monitor student progress and the effectiveness of instructional delivery using data from prescribed intervention, assessments and small group differentiated instruction.	Formative: Monthly Assessments Interim Assessments FAIR SuccessMaker Accelerated Reader Reports Summative: Results from 2013 FCAT 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: At this time, one 3rd grade student was administered the Florida Alternative Assessment.

Reading Goal #3b:	Learning Gains 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 reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 70% in the Lowest 25% subgroup made learning gains. Our goal for the 2013 school year is to increase the number of students making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (N<30)	75% (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	The area of deficiency as noted on the 2012 administration of the FCAT Reading was Reading Application. Students lack the comprehension, analytical reasoning, and critical thinking skills to determine the main idea, author's perspective or purpose in a passage	Plan and implement differentiated instruction based on students' needs. Implement intervention sessions five times per week utilizing Voyager supplemental materials with fidelity	Administration, Reading Coach, Classroom Teacher and MTSS/RtI Leadership Team	Schedule monthly targeted benchmark assessments based on students' strengths and weaknesses. Implement student profile sheets for student conferences and tracking Review bi-weekly Voyager Adventure Checkpoints to ensure progress is being made and adjust interventions Leadership Team will meet monthly to monitor student progress and the effectiveness of instructional delivery using data from prescribed intervention, assessments and small	Formative: Monthly Assessments/Data Reports. Interim Assessments Summative: Results from 2013 FCAT Reading Assessment

			group differentiated instruction.	

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 # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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 Test indicate that 39% of the Black Students meet proficiency in reading. Our goal is to increase the percent of students making proficiency by 5 percentage points each year for the next six years. At the end of six years we will increase the percent of students meeting proficiency to at least 70 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 39% (50)	Black: 50% (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	Black: As noted on the administration of the 2012 FCAT Reading Test, 39% of students in grades 3-5 meet proficiency. Students lack the comprehension, analytical reasoning, and critical thinking skills to determine the main idea, author's perspective or purpose in a passage	Teachers will provide students with more rigor in instruction on identifying the main idea, determining the author's perspective and assistance with making inferences to draw conclusions about the passage.	Administration, Reading Coach, Classroom Teacher and MTSS/RtI Leadership Team	MTSS/RtI and Leadership Team will meet monthly to monitor student progress and the effectiveness of instructional delivery using data from prescribed intervention, assessments and small group differentiated instruction.	Formative: Mini Monthly Assessments FAIR SuccessMaker Accelerated Reader Reports Summative: Results from 2013 FCAT Reading Assessment

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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 36% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 14 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (48)	50% (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
	As noted on the administration of the 2012 FCAT Reading Test, Economically Disadvantaged subgroups did not make satisfactory progress. Students lack the	Utilizing data to identify tier 2 students, place in appropriate interventions within the first three weeks of the 2012-2013 school year and monitor student progress monthly. During pre-reading activities,	MTSS/RtI Team Leadership Team	MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	Formative: Monthly Assessments Interim Assessments FAIR SuccessMaker Accelerated Reader Reports

		necessary vocabulary to be successful in determining word meaning and the appropriate use of strategies for context clues.	students will utilize concept maps to help build 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.			Summative: Results from 2013 FCAT Reading Assessment
1						

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
MTSS/RtI	K-5	MTSS/RtI Leadership Team	School-wide	August 20, 2012-June 6, 2013	MTSS/RtI Tier Intervention Programs	Administration, Reading Coach, School Counselor
Reading Application PD and Strategies	K-5	Reading Coach	K-5	October 17, 2012	Benchmark assessments, student work folders, Grade-level Meeting Minutes, and Data Chats	Assistant Principal, MTSS Leadership Team
Critical Thinking and Analytical Reasoning Across Grade Levels	K-5	PD Liaison Reading Coach	K-5	November 14, 2012	Mini benchmark assessments and student work folders.	Assistant Principal, Reading Coach
QZAB Teacher Training	K-5	PD Facilitator Pamela Moore	K-5	November 6, 2012	QZAB Reports	Assistant Principal, Reading Coach
Reporting Categories	3-5	Region/District Personnel	Classroom Reading Teachers	September 6, 2012-April 26, 2013	Data chats with Reading Teachers	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.A, 2.A, 3.A, 4	Junior Gradebooks	Titlt 1	$4,000.00
			Subtotal: $4,000.00
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: $4,000.00

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 Test indicate that 67% of students in grades Kindergarten through five have achieved proficiency in Listening and Speaking given instruction using the Next Generation Sunshine State Standards. For the 2013 CELLA Administration, students in grades Kindergarten through five will increase or maintain students meeting proficiency in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
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 lack the necessary vocabulary to be successful in determining word meaning and the appropriate use of strategies for context clues in English.	Plan and implement differentiated instruction focusing on key vocabulary, utilizing interactive word banks/vocabulary notebooks (A5). In addition, structure conversations around books and subjects that build vocabulary and provide meaningful language practice (B4).	Assistant Principal, Counselor	Using the FCIM model, monthly targeted benchmarks will be assessed based on students' strengths and weaknesses on the Baseline / Interim Assessments	Formative: Monthly Assessments Interim Assessments FAIR SuccessMaker Accelerated Reader Reports 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 CELLA Test indicate that 0% of students achieved proficiency in Reading. For the 2013 CELLA Administration, students in grades Kindergarten through five will increase students meeting proficiency in reading.
2012 Current Percent of Students Proficient in reading:	
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 lack the comprehension, analytical reasoning, and critical thinking skills to determine the main idea, author's perspective or purpose in a passage.	Teachers will provide students with the opportunity to dissect passages during differentiated instruction and model answering different types of questions while scaffolding instruction as needed. Teachers will utilize Task Cards (C6), and Graphic Organizers (C25) during reading instruction.	Assistant Principal, Counselor	Using the FCIM model, monthly targeted benchmarks will be assessed based on students' strengths and weaknesses on the Baseline / Interim Assessments	Formative: Monthly Assessments Interim Assessments FAIR SuccessMaker Accelerated Reader Reports Summative: Results from 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:	The results of the 2011-2012 CELLA Test indicate that 0% of students achieved proficiency in Writing. For the 2013 CELLA Administration, students in grades Kindergarten through five will increase students meeting proficiency in writing.
2012 Current Percent of Students Proficient in writing:	
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 lack the opportunity to write answers when answering multiple choice questions and lack the opportunity to elaborate from simple sentences.	Students will be given the opportunity to summarize a story (C54), practice Note-taking/Outlining Notes (C52), and elaborate sentences using correct grammar, punctuation, capitalization and conventions in their Writing Notebook (C22).	Assistant Principal, Counselor	Using the FCIM during weekly grade-level meetings, teachers and the reading coach will analyze results of ongoing classroom Assessments including exit slips, mini benchmark assessments, monthly assessments, and evidence of mastery of benchmark lessons.	Formative: Monthly Writing Prompts Summative: Results from 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 FCAT Mathematics Test indicates that 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 16 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (37)	42% (59)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored the lowest in the Reporting Category of Number: Fractions.	Students will engage in mathematics using the CRA (concrete, representational, analytical) model. This process includes the use of manipulatives (for lesson introductions), representational models, and concludes with student-generated models and examples to demonstrate understanding of essential questions. Teachers will implement data-driven instruction. This will provide students with differentiated instruction based on their learning needs. students to solve problems and communicate their thinking.	Administration and Math Coach	Using the FCIM during weekly grade-level meetings, teachers and the reading coach will analyze results of ongoing classroom Assessments including exit slips, mini benchmark assessments, monthly assessments, and evidence of mastery of benchmark lessons.	Formative: Mini Benchmark Assessments; Curriculum-based assessments; Summative: 2013 FCAT Mathematics Assessment
2	Students in grades 4 scored the lowest in the Reporting Category of Geometry and Measurement. Students need to be provided instructional strategies that deepen their understanding and application of real-world measurements and geometrical shapes in the primary and intermediate grade levels. Students in grade 5 decreased in the percent of questions correct in the Base Ten Fractions Reporting Category.	Provide students with exposure of geometry and measurement concepts throughout the school year as an ongoing progress monitoring benchmark. Teachers will provide students with daily practice in solving real world problems using a variety of cognitive complexities.	Administration, Mathematics Coach, Leadership Team	Using the FCIM during weekly grade-level meetings, teachers and the mathematics coach will analyze results of ongoing classroom Assessments. There will be a focus on Geometry and Measurement to help students develop meaning from text and adjust instruction as needed.	Formative: Mini Benchmark Assessments; Curriculum-based assessments; Summative: 2013 FCAT Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	According to the 2012 Florida Alternative Assessment indicate that one student took the Alternative Assessment and scored a Level 8. Therefore 0% of students scored a 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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 2011-2012 FCAT Mathematic test indicates that 14% of students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 school year is to increase the levels 4 and 5 student proficiency by 7percentage point to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (20)	21% (30)

<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>The Level 4 and 5 students in grades 3-5 demonstrated a 17 percentage point decrease from the previous year. Additional gains are expected to be made as students are exposed to higher order thinking questions with fidelity.
.</td><td>Provide students with opportunities to engage in mathematical discourse and problem solving through the use of cooperative learning groups.

Select rich, real world problems, aligned to the content the students are expected to learn.</td><td>Administration, Mathematics Coach, Leadership Team</td><td>Using the FCIM during weekly grade-level meetings, teachers and the math coach will analyze results of weekly mini benchmark assessments, and monthly benchmark assessments.</td><td>Formative: Mini Benchmark Assessments; Curriculum-based assessments;

Summative: 2013 FCAT Mathematics Assessment</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:

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	After administering the 2012 Florida Alternative Assessment 100% of our students score a Level 7 or above in mathematics.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

<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>Students in grade 3 scored the lowest in the Reporting Category of Number: Fractions.

Students in grades 4 scored the lowest in the Reporting Category of Geometry and Measurement. Students need to be provided instructional strategies that deepen their understanding and application of real-world measurements and geometrical shapes in the primary and intermediate grade levels. Students in grade 5 decreased in the percent of questions correct in the Base Ten Fractions Reporting Category.</td>
<td>Students will engage in mathematics using the CRA (concrete, representational, analytical) model. This process includes the use of manipulatives (for lesson introductions), representational models, and concludes with student-generated models and examples to demonstrate understanding of essential questions.</td>
<td>Administration, Mathematics Coach, Leadership Team</td>
<td>Using the FCIM during weekly grade-level meetings, teachers and the math coach will analyze results of weekly mini benchmark assessments, and monthly benchmark assessments.</td>
<td>Formative: Mini Benchmark Assessments; Curriculum-based assessments;

Summative: 2013 FCAT Mathematics Assessment</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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 33% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 10 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (29)	43% (37)

<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></td>
<td>As noted on the 2012 FCAT Mathematics Test, there was a 29 percentage point decrease in the number</td>
<td>Teachers will attend additional professional developments on instructional strategies to increase knowledge-base</td>
<td>Administration, Mathematics Liaison, Leadership Team</td>
<td>Using the FCIM, teachers and the mathematics coach will evaluate and monitor mini benchmark assessments, and</td>
<td>Formative: Evaluate and monitor monthly assessments and</td>
</tr>
</table>

1	of students making learning gains in mathematics. Students were not consistently exposed to higher order thinking questions through rigorous instruction which subsequently would have built their cognitive base.	and efficacy to better deliver rigorous instruction. Teachers will implement differentiated instruction based on individual learning needs.		monthly assessments.	evidence cooperative learning groups Summative - 2013 FCAT

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:	At this time, one 3rd grade student on the FAA. Learning Gains 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 Test indicates that 23% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 FCAT Mathematics Test is to increase learning gains of those students in the lowest 25% by 10 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (N<30)	33% (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	As noted on the 2012 FCAT Mathematics Test, 23% of students in the lowest 25% made learning gains in mathematics. The number of students showing learning gains	Identify lowest 35% in grades 3-5 based on instructional needs; Use data info obtained to provide curriculum-based intervention during the mathematics instruction	Administration, Mathematics Liaison, MTSS/RtI Team, Leadership Team,	Using the FCIM, teachers and math coach will conduct weekly grade-level meetings where students' intervention lessons will be monitored; Additionally, teachers and math coach will	Formative: Evaluate and monitor monthly assessments and evidence cooperative learning groups

were expected to be higher. This percent could have increased if each student was provided with intensive intervention throughout the school year.	block ; In addition students in the lowest 25% will receive tutoring 2 times per week.		review benchmark monitoring tools for monthly assessments, conduct bi-weekly data chats, and disaggregate data during monthly faculty meetings.	SUMMATIVE – 2013 FCAT Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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 Mathematics Test indicates that 40% of black demonstrated mastery. Our goal for the 2012-2013 FCAT Mathematics Test is to increase the percent of black students meeting proficiency to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (51)	63% (81)

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	Black: As noted on the 2012 FCAT Mathematics Test, 40% of students made satisfactory progress. The number of students showing learning gains were expected to be higher. This percent could have increased if each student was provided with intensive intervention throughout the school year.	Identify students in the Black subgroup in grades 3-5. Students will be provided differentiated instruction based on instructional needs; Use data info obtained to provide curriculum-based intervention during the mathematics instruction block	Administration, Mathematics Liaison, MTSS/RtI Team, Leadership Team	Using the FCIM model, coaches and teachers will conduct weekly grade level meetings to discuss intervention progress report; Review benchmark monitoring tool, and Ongoing data chats. In addition, Team disaggregation of data during faculty meetings.	Formative: Evaluate and monitor monthly assessments and evidence cooperative learning groups 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:	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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 38% (50) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase proficiency by 24 percentage points to 62% (82) of students in the Economically Disadvantaged subgroup achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (50)	62% (82)

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 Economically Disadvantaged subgroup	Utilizing data to identify those students in need of an appropriate	MTSS Leadership Team	Using the FCIM model, ongoing classroom visitations by	Formative: Reports of Interim Assessment

| 1 | lack the exposure to supplemental enrichment activities needed to enhance mathematical concepts and skills in Geometry and Measurement. | intervention within the first two weeks of school, and monitor progress biweekly. Implement the use of Success Maker and Math Journals to supplement instruction. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. | | administration to ensure implementation of the Instructional Focus Calendar. Coaches and Teachers will meet to review the data with students following the District Interim Assessments, Review SuccessMaker, monitor and modify instruction as needed. | Results Go-Math Monthly Assessment

Summative: 2013 FCAT 2.0 Mathematics Assessment Go-Math End of Year 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
Instructional Rigor in Mathematics	K-5	D. Negron, Math Coach	K-5 Mathematics Teachers	Faculty meetings, Professional development day	Evidence of implementation of lesson, Lesson study	D. Negron, Math Coach
Hands-on Math	K-5 Math	PD Liaison, D. Negron, Math Coach	K-5 Mathematics Teachers	October 28, 2012	Mini benchmark assessments and student work folders.	Assistant Principal, Principal
Go-Math! (Think Central)	K-5	Mathematics Coach	K-5 Mathematics Teachers	September 26, 2012	Results of Interim and Monthly Assessments	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.A, 2.A, 3.A, 4	Go Math Assessment Books	Title 1	$2,500.00
			Subtotal: $2,500.00
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: $2,500.00

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:	On the 2012 administration of the Science FCAT, 14% of the students achieved proficiency at Level 3. Our goal for the 2012-2013 FCAT Science test is to increase by 5% the expected level of performance to 19% achieving a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (6)	19% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 administration of the Science FCAT, Physical Science as the cluster in most need of improvement. Students lacked prior background of science concepts in Physical Science.	Provide students opportunities on a weekly basis to conduct a variety of hands-on inquiry-based learning opportunities. Students will make connections to real-world experiences by explaining and writing their results in their Science journals. Students in grade 5 will complete computer assisted programs (i.e. FCAT explorer, Gizmo) to build depth of knowledge of science concepts. After each grading period, students in grades K-5 will participate in a mini-science camps to address monthly benchmarks through hands-on activities.	Administration Science Liaison Leadership Team	Using the FCIM during weekly grade-level meetings, teachers and the science coach will analyze results of ongoing classroom Assessments. There will be a focus on Physical Science to allow students to make meaning and teachers to adjust instruction as needed.	Formative: District Interims, Mini benchmark assessments, Science Projects and Gizmo Summative: 2013 Science FCAT

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:	On the 2012 administration of the Science FCAT, 9% of fifth graders scored above proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 Science FCAT is to increase by 2 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (4)	11% (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	According to the 2012 administration of the FCAT, there was 7% increase in the percent of students scoring a level 4 or 5. Students lacked conceptual understanding as it relates to the real world and background knowledge	Provide students with additional opportunities to engage in enrichment activities that will increase depth of knowledge to increase depth of knowledge. Specifically students will use Gizmos and other computer assistance programs (CAP), and develop independent experiments with teacher's guidance.	Administration Leadership Team	Using FCIM, during bi-weekly meetings, teachers and science coach will monitor progress from Independent Projects, interactive journals, and monthly science assessments. This data will be reviewed to ensure student progress.	Formative: District Interims, Mini benchmark assessments, Science Projects and Gizmo Summative: 2013 Science FCAT

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
Effective use of Hands-on Activities during lab time	K-5	Science Coach	K-5 Science Teachers	October 5, 2012	Lesson Plans, Student interactive journals. Administration and science coach will observe through visitations. Additional training and classroom demonstrations will be provided to those in need.	Administration
Effective Instruction of Science	Grades 3-5 Science	Effective Instruction of Science	Grades 3-5 Science Teachers	September 26, 2012	Student Lab Reports	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.A Supplemental Curriculum	Science Bootcamp curriculum will be used to provide hands-on science lessons and interactive activities	Supplemental Curriculum	$600.00
1.A and 2.A	Equipment and Supplies for Science Lab	Title 1	$2,000.00
			Subtotal: $2,600.00
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: $2,600.00

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:	During the 2011-2012 school year, 81% of our fourth grade students scored a 3.0 or higher in writing. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (34)	83% (35)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was support and elaboration. Students lacked use of conventions and the necessary skills needed to elaborate and provide extended examples to supplement and enhance their writing.	During writing instructions, teachers will incorporate the use of graphic organizers that will remind and encourage students to elaborate support, and provide details that will strengthen their writing and writing expression. Provide small group targeted instruction to students needing similar writing skills. Implement and monitor use of writing conventions in students' writing samples. Students in grades K-5 will complete monthly writing prompts.	Reading Coach Writing Teacher	Using the FCIM model, the reading coach and teachers will meet to analyze data after administering Baseline and mid-year writing prompts to all students in grades K-5 in order to identify needs of each student and monitor their progress through monthly writing prompts and mid-year assessment. Adjust instruction to address skills needed.	Formative: District Baseline Assessment, Monthly Writing Prompts, Mid-Year Writing Assessment Summative: 2013 FCAT Writing 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 4 or higher in writing. Writing 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				

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 writing strategies	K-5	Reading Coach	K-5 Language Arts Teachers	October 3, 2012	Student work folders and Writer's Notebook.	Reading Coach, Assistant Principal, Principal
Common Core Standards for Reading/Language Arts	K-5	Reading Coach	K-5 Language Arts Teachers	November 14, 2012	Student work folders and Writer's Notebook.	Reading Coach, Assistant Principal, Principal

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 Attendance Goal #1:	Our goal for the year is to increase attendance to 95.81% and decrease the number of unexcused absences. In addition, our goal is to decrease the number of students with excessive absences (10 or more) by 5 percentage points and excessive tardiness (10 or more) by 6 percentage points
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.31% (343)	95.81% (345)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
102	97
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
118	112

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
	102 of the student population accrued 10 or more absences during the 2011-2012 school year. Parents, particularly those with students in the primary grades, have a limited understanding of the District's attendance policy.	Identify and refer students who may be developing a pattern of non-attendance and/or tardiness to the Attendance Review Committee (ARC) and review the District's attendance policy. Breakfast Grab–N-Go Bags will be prepared for students tardy to class due to arriving late to breakfast (Parent drop/Bus) to decrease tardiness.	Principal, Assistant Principal, Counselor, Wellness Council, Social Worker	Weekly attendance updates to administration and administrators will monitor the school's environment and ensure health education and health prevention strategies are implemented throughout the school	Formative: Attendance Review Committee (ARC) records Summative: Attendance Reports

1		During monthly "Coffee Talks" with parents, attendance and tardiness issues will continuously be addressed. Wellness Council at our school will help our students choose healthier options when eating. Teachers will provide students with healthier snack items when they give them to their students.			
2	Truancy decreased from 111 students to 102 students from the previous year.	Identify and refer students with 3 excused or unexcused absences and /or tardiness with SCAM to administration and student services. Social worker and Community involvement specialist will contact parents of students with 3 absences and remind them of district policy and the importance of attendance for student achievement.	Principal, Assistant Principal, Social Worker, Counselor, and Community Involvement Specialist Counselor	Weekly updates to administration by Social Worker and Community Involvement Specialist	Excessive absences 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 Attendance	Staff from Attendance Services & Counselor	All teachers, Counselor, Social Worker, Community Involvement Specialist, and Attendance Clerk	August 17, 2012	A Truancy Intervention Program will be developed during the PD. The Assistant Principal will monitor the implementation of this program by teachers and staff.	Administration and Counselor
School representatives will attend professional development session offered by the Alliance for a Healthier Generation	K-5	Staff from Alliance for a Healthier Generation	Wellness Coordinator	Teacher Planning Days November 6, 2012 February 1 , 2013	School wellness council in order will monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation, the American Heart, and the Clinton Foundation.	Administration and the Wellness Council

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.2 Truancy Intervention	Provide monthly incentives for students with perfect attendance	EESAC	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions from 11 students to 10 students.
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
11	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11	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	Consistent schedule is needed for the school counselor to provide anti-bullying intervention program to classrooms.	Learning for Life will be implemented by the counselor and teacher to promote positive character traits and ethical choices.	Principal, Assistant Principal, School Counselor	Monitor the COGNOS report on student outdoor suspension rate. Monitor daily student behavior chart and student case management report. Our goal for the 2012-2013 school year is to decrease the total number of suspensions from 11 to 10 students.	Participation log for students who are recognized from complying with the Student Code of Conduct. Monitor suspension reports through student case management.
2	The school's counselor will contact parents of students who have been placed on outdoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Monitor parent contact log for evidence of communication with parents of students who have been placed on outdoor suspension.	Counselor	Parent communication log. Parent-sign-in log.	The school's counselor will contact parents of students who have been placed on outdoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.

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
Student Code of Conduct	K-5	Behavior Management Teacher	All Staff Members	August 17, 2012	Classroom walkthroughs, Daily Student Behavior Chart	Administration Teachers
Anti-Bullying	K-5	Counselor	All Staff Members	September 3 - 7, 2012	Reduction in student referrals	Administration Counselor Teachers
School Wide Discipline Committee Meetings	K-5	Administration	Select Staff Members	August 29,2012 —May22, 2013	Classroom walkthroughs, Daily Student Behavior Chart, Monitor of suspension rates through COGNOS	Administration Teachers

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 - Title I school, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I school, see PIP	N/A - Title I school, see PIP
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
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:	Based on the 2012 FCAT 2.0 Science and Mathematics assessment indicate that 23% and 40% of students in grades 3-5 achieved proficiency respectively. The goal for the 2013 FCAT 2.0 Science and Mathematics assessment is to increase 3rd through 5th grade students achieving proficiency in Science by 7 percentage points to 30% and in Math by 23 percentage points to 63%.

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 are not exposed to enrichment hands-on activities targeting the correlation between	Utilize differentiated instruction strategies at all levels of instruction. During delivery of content, use multiple	Principal, Assistant Principal, Science Coach,	Using the FCIM during weekly grade-level meetings, teachers and the instructional coaches will analyze	Formative: GIZMOS Mini-Assessments Edusoft Comparison

| 1 | Science and Mathematics. | media (oral, graphics, written, technology) to reach a wide range of learning styles. Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through alternative assessments | | results of ongoing classroom Assessments. Ongoing Classroom walkthroughs targeting students' individual learning styles in Science and Mathematics. | Reports of Interim Assessments Lab Reports

Summative: 2013 FCAT Science and Mathematics 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
FAIR Game Principle in FCAT 2.0	3rd-5th Science	Science Teacher	Science Department Teachers	October 24, 2012	Interim Assessments	Administrators

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	1.A, 2.A, 3.A, 4	Junior Gradebooks	Titlt 1	$4,000.00
Mathematics	1.A, 2.A, 3.A, 4	Go Math Assessment Books	Title 1	$2,500.00
Science	1.A Supplemental Curriculum	Science Bootcamp curriculum will be used to provide hands-on science lessons and interactive activities	Supplemental Curriculum	$600.00
Science	1.A and 2.A	Equipment and Supplies for Science Lab	Title 1	$2,000.00
Attendance	1.2 Truancy Intervention	Provide monthly incentives for students with perfect attendance	EESAC	$1,000.00
				Subtotal: $10,100.00

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $10,100.00

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
Student incentives to promote attendance, academic excellence and positive behavior.	$1,000.00

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

The Educational Excellence School Advisory Council is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The funds will be used to purchase student incentives to promote attendance, academic excellence and positive behavior.

The implementation of the School Improvement Plan will be reviewed and monitored throughout the year by all stakeholders. The EESAC will review the strategies and action steps that have been taken both mid-year and end-of-year. The EESAC will review at the end of the year which strategies implemented were effective and identify which areas may need adjustments in order to increase effectiveness.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District BARBARA HAWKINS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	77%	89%	24%	247	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	46%	62%			108	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?	42% (NO)	73% (YES)			115	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					470	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District BARBARA HAWKINS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	73%	90%	31%	260	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	62%	56%			118	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?	58% (YES)	60% (YES)			118	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					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested