

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: WHISPERING PINES ELEMENTARY SCHOOL

District Name: Dade

Principal: Tamela Brown

SAC Chair: Seth Patterson

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	Tamela Brown	B.S. Degree in Elementary Education; M.S. Degree in Mathematics Education; M.S. Degree in Early Childhood Special Education; Ed.S Degree in Educational Leadership; ESOL endorsed	4	9	'12 '11 '10 '09 '08 School Grade A A A D C High Standards Rdg. 86% 86% 82% 40% 47% High Standards Math 85% 83% 82% 41% 48% Lrng Gains-Rdg. 73% 68% 74% 54% 52% Lrng Gains-Math 72% 67% 56% 62% 70% Gains-Rdg-25% 66% 56% 61% 71% 66% Gains-Math-25% 69% 59% 64% 64% 73%
Assis Principal	Ruth Pando	B.S. Degree in Elementary/Early Childhood Education, M.S. Degree in ESOL, ED. S Degree in Educational	6	4	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 86% 86% 82% 82% 84% High Standards Math 85% 83% 82% 76% 81% Lrng Gains-Rdg. 73% 68% 74% 72% 73% Lrng Gains-Math 72% 67% 56% 72% 74%

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.

	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)
No data submitted					

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. New teachers are assigned to the Professional Growth Team (PGT).	Administration	On-going	
2	2. National Board Certified Teachers teamed with new, beginning, and veteran teachers in need of mentoring.	On-site National Board Certified Teachers (NBCT)	On-going	
3	3. Ongoing professional development	Administration/PD Liaison	On-going	
4	4. New teachers are assigned to the Professional Growth Team (PGT).	Administration	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 out of field 0 less than effective	Continue professional development to obtain Highly Qualified Teacher status.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	0.0%(0)	14.9%(7)	61.7%(29)	23.4%(11)	36.2%(17)	100.0%(47)	6.4%(3)	6.4%(3)	59.6%(28)

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team will include representatives from several disciplines throughout the school: The Principal, The Assistant Principal, The EESAC Chairperson, a SPED teacher, and the itinerant Reading Coach.

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 school-based MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year. The school-based MTSS Leadership Team will hold monthly team meetings to use the four step problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The MTSS Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the MTSS Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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 will work together to develop the School Improvement Plan. During implementation, the MTSS Leadership Team will: monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention, and provide levels of support and interventions to students based on data.

MTSS Implementation

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

Baseline data includes: Florida Assessment for Instruction in Reading (FAIR), STAR reports, Florida Comprehensive Assessment Test (FCAT), District Baseline Reading, Mathematics, and Science Tests, and District Writing Pre-Test.

Midyear data includes: Florida Assessment for Instruction in Reading (FAIR), STAR reports, Mid-Year District Writing Test, and District Interim Assessments for Reading, Mathematics, and Science.

End of Year data includes: FAIR, STAR, District Interim Assessments for Reading, Mathematics, and Science, District Post Writing Test Results, and FCAT

Behavior: Student Case Management System, Suspensions/expulsions, Attendance

ESOL: CELLA Testing

Describe the plan to train staff on MTSS.

The district professional development and support will provide 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. In addition, they will provide support for school staff to understand basic RtI principles and procedures. Staff members will be encouraged to complete the Introduction to Problem Solving and Response to Intervention online course being offered by the Florida Department of Education.

Describe the plan to support MTSS.

The contribution of the MTSS to student learning depends on the motivations and capacities of teachers, administrators, and the MTSS Leadership team working together as a well-functioning team. Staff members should be implementing RtI with fidelity to support MTSS since fidelity is the critical component of the multi-tiered system of supports (MTSS). Staff need to ensure that they are using the problem-solving process across all three tiers and that they are implementing evidence-based instruction and interventions that are matched to specific need of their students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tamela Brown, Principal
Ruth Pando, Assistant Principal
Dawn Broughton, Reading Liaison
Brenda Hidalgo, Media Specialists
Kim Bryant, Primary Representative
Star Melgar, Intermediate Representative

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

The Literacy Leadership Team will meet on a monthly basis or on an as needed basis to create capacity of reading knowledge within the school and to focus on areas of literacy concern across all grade levels and content areas. The LLT team will discuss and monitor the effectiveness of the core curriculum, interventions, enrichment, and technology literacy programs while working with the MTSS Leadership Team. Decisions made by the Literacy Leadership Team members will be data driven and will lead to effective modifications and opportunities for professional development.

The role of the principal and assistant principal are to select team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represent highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum.

The role of the reading liaison is to conduct workshops and professional developments on reading strategies and best practices. Another role of the reading liaison is to assist with collecting and analyzing data.

The role of the teachers on the literacy leadership team is to provide and support peer coaching, modeling and to assist with collecting and analyzing data.

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

The initiatives of the LLT will be to provide new strategies and interventions to meet the RtI model, based on the student needs provided by the data, (e.g. FAIR, Interims). The LLT will work closely with classroom teachers to ensure high-fidelity implementation of the K-12 Comprehensive Research Based Reading Plan. The LLT team will also make instructional and programmatic decisions in order to create and maintain a school-wide focus on literacy and reading achievement and improve literacy instruction across the curriculum

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 Reading test indicate that 30% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the level 3 students' proficiency by one percentage points to 31%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (105)	31% (110)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction and nonfiction. Students are lacking the necessary skills to identify story elements.	1A.1. Provide opportunities for students to identify and interpret elements of story structure within a text. Reading teachers will use instructional support materials such as story maps, character developments charts, and Somebody/Wanted/But/So charts to reinforce the concept of identifying exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fictional text.	1A.1. Administrators, MTSS team, and LLT	1A.1. Utilize the Florida Continuous Improvement Model and review data reports after each assessment to ensure students are making sufficient progress. Data chats will be conducted monthly and instruction will be adjusted based on data.	1A.1. Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading Test
2		1A.2. Provide opportunities for students to analyze, interpret, and evaluate an author's use of descriptive language, figurative language, common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts. Reading teachers will use instructional support materials such as text feature charts, tools authors use: literary devices and figurative language chart, sensory details chart, and text	1A.2. Administrators MTSS team, and LLT	1A.2. Utilize the Florida Continuous Improvement Model and review data reports after each assessment to ensure students are making sufficient progress. Data chats will be conducted monthly and instruction will be adjusted based on data	1A.2. Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports

	feature analysis chart to reinforce the concept of figurative and descriptive language		
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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 group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 Reading test indicate that 37% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of level 4 and 5 students to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (131)	38% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application Students are lacking the necessary skills to locate, interpret and organize information.	2A.1. Emphasis reading strategies such as Question and Answer (QAR) which help students ask and answer questions that are low, medium, and high complexity. Reading Coach will train teachers on using his strategy throughout content areas. Reading teachers will use the FCAT 2.0 task cards to have students ask and answer questions to demonstrate understanding, explicitly	2A.1. Administrators MTSS team, and LLT	2.A.1. Utilize the Florida Continuous Improvement Model and review data reports after each assessment to ensure students are making sufficient progress. Data chats will be conducted monthly and instruction will be adjusted based on data.	2A.1. Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative

	<p>using the text (literary and informational) as a basis for answers.</p> <p>Provide enrichment Activities by having literature circles in class for students scoring at proficiency.</p>		Assessment: 2013 FCAT 2.0 Reading Test
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 Reading test indicate that 80% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by five percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (183)	85% (195)

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
3A.1. The area of deficiency of students making learning gains in reading as noted on the 2012 FCAT 2.0 Reading Test was Reporting Category 2-Reading Application.	3A.1. Provide remediation and acceleration using Reading Plus and SuccessMaker for all students through the use of computer assisted programs that will assist the students with identifying author's	3A.1. MTSS Leadership Team, Administrators	3A.1. Review Reading Plus and SuccessMaker reports to ensure students are making progress. The reports will be analyzed monthly in the grade level meetings.	3A.1. Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in

1	purpose, author's perspective, Main idea, and text structures such as cause/effect, compare/contrast, and chronological order. Students will use the Accelerated Reader Program to increase Reading Skills and Reading Application	Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading Test
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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 group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 Reading test indicate that 79% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by five percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (46)	84% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4A.1. The area of deficiency of the percentage of students in the lowest 25% making learning gains in reading as noted on the 2012 FCAT 2.0 Reading Test was Reporting Category 2-	4A.1. Implement and monitor the usage of Voyager Passport Florida with rigor and fidelity. Voyager will be implemented for a minimum of 30 minutes	4A.1. MTSS Leadership Team, Administrators	4A.1. Review V-Port data reports to ensure progress is being made and adjust intervention as needed. Monitor FAIR results to ensure progress is being made. The reports will be	4A.1 Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for

1	Reading Application. Inconsistent implementation of small group instruction and intervention during reading instructional block has hindered progress.	daily. It will be monitored using V-port and walkthroughs. Students will use the Accelerated Reader Program to motivate the reader' Reading Skills and Reading Application skills.	analyzed monthly in the grade level meetings.	Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading Test
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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 2011Reading test indicate that 77% of the Hispanic students made adequate yearly progress. Our goal for the 2011-2012 school year is to increase the percentage of Hispanic making adequate yearly progress by two percentage points to 79%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Hispanic: 77% (112)		Hispanic: 79% (115)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian:				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		The results of the 2012Reading test indicate that 50% of the English language Learners made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners making satisfactory progress by fifteen percentage points to 65%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (11)		65% (14)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the English Language Learners did not make satisfactory progress in reading.</p> <p>Inconsistent implementation of small group instruction during the reading instructional block using ESOL strategies has hindered progress.</p>	<p>5C.1. Implement rotation schedules during the reading instructional block and provide tailored instruction using ESOL strategies based on mini-assessments, computer assisted program reports and FAIR.</p>	<p>5C.1. MTSS Leadership Team, Administrators</p>	<p>5C.1. Monitor FAIR and classroom assessment results to ensure progress is being made. The reports will be analyzed monthly in the grade level meetings.</p>	<p>5C.1. Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports</p> <p>Summative Assessment: 2013 FCAT 2.0 Reading Test</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2011 Reading test indicate that 69% of the Economically Disadvantaged (ED) students made adequate yearly progress. Our goal for the 2011-2012 school year is to increase the percentage of Economically Disadvantaged students making adequate yearly progress by three percentage points to 72%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (121)	72% (127)

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
Question and Answer (QAR)	K-5	Reading Coach	K-5	November 6, 2012	Reading Coach and Administrators will visit classrooms and monitor its implementation.	Assistant Principal
V-Port Training	K-5	Reading Coach	K-5	November 6, 2012	Reading Coach and Administrators will visit classrooms and monitor its implementation.	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of students scoring Level 3 and above on the 2013 FCAT Reading Test	Florida Ready for Reading	EESAC	\$950.00
Increase the number of students participating in the Accelerated Reader Program.	Accelerated Reader Incentives	EESAC	\$500.00
			Subtotal: \$1,450.00
			Grand Total: \$1,450.00

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 data from the 2012 CELLA testing shows that 43% of the ELL students are proficient in Listening and Speaking. Our goal for the 2012-2013 school year is to increase the number of students' proficiency by two percentage points to 45%.			
2012 Current Percent of Students Proficient in listening/speaking:					
43% (20)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The grade levels with deficiencies in the area of Listening/Speaking were 3rd-5th. Students need additional opportunities to speak and listen in English.	1.1. The students will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meaning of unfamiliar complex words. Use the following strategies specific to helping ELL students acquire and use oral language: <ul style="list-style-type: none"> • Model language by saying aloud and writing the ideas and concepts you're teaching. • Model what a fluent reader sounds like through focused read-alouds. • Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking. • Have students have structured conversations about the books they are reading. Instead of simply asking "yes or no" questions, ask questions that are interactive and meaningful so they can have conversations. • Have students retell stories aloud. Record their retellings in their own words to create a 	1.1. Administration,.	1.1. Following the FCIM model Administration and teachers will review assessment data weekly and adjust instruction as needed.	1.1. Formative: FAIR assessment, weekly teacher assessments and computer assisted reports from SuccessMaker, Riverdeep and FCAT Explorer. Summative: 2013 CELLA Assessment

	<p>language experience chart that can be used for future reading and writing lessons with this group.</p> <ul style="list-style-type: none"> • Teach choral speaking and reading (poetry may be the most accessible format with which to begin). • Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it. 		
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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 data from the 2012 CELLA testing shows that 17% of the ELL students are proficient in Reading. Our goal for the 2012-2013 school year is to increase the number of students' proficiency by five percentage points to 22%.
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2012 Current Percent of Students Proficient in reading:

17% (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	<p>2.1. The grade levels with deficiencies in the area of Reading were 3rd-5th</p> <p>Provide more opportunities for students to read in English.</p>	<p>2.1. The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied messages and inference, and chronological order of events.</p> <p>Utilize five components to assist students acquire Reading and Language as a second language:</p> <ul style="list-style-type: none"> • Vocabulary and Language development • Guided Collaboration (teacher/student, student/student) • Explicit instruction (model and direct teaching) • Meaning based content and universal themes <p>Utilize graphic organizers, model instruction</p>	2.1. Administration.	2.1. Following the FCIM model Administration and teachers will review assessment data weekly and adjust instruction as needed.	<p>2.1. Formative: FAIR assessment, weekly teacher assessments and Monthly writing prompts.</p> <p>Summative: 2013 CELLA Assessment</p>

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 data from the 2012 CELLA testing shows that 43% of the ELL students are proficient in Writing. Our goal for the 2012-2013 school year is to increase the number of students' proficiency by five percentage points to 26%.

2012 Current Percent of Students Proficient in writing:

21% (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	2.1. Lack of implementation of ELL writing strategies across all grade levels.	2.1. The student will utilize the following writing strategies: <ul style="list-style-type: none"> Utilize graphic organizers Student to student and teacher to teacher oral discussion before writing Encourage illustrations Have students keep a dialogue journal Expose students to a wide variety of writing experiences. Have students work on writing conventions 	2.1. Administration.	2.1. Following the FCIM model Administration and teachers will review assessment data weekly and adjust instruction as needed	2.1. Formative: FAIR assessment, weekly teacher assessments and Monthly writing prompts. Summative: 2013 CELLA Assessment

CELLA Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

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:	Mathematics Goal #1A: The results of the 2012 Mathematics test indicate that 31% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the level 2 students' proficiency by six percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (108)	37% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2- Number: Fractions	1a.1. Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Develop departmental guidelines for student learning notebooks that will increase student writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills, and allowing for correction of misconceptions.	1a.1. Administrators	1a.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	1a.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test
2	1a.2. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grades 4 and 5 students was Reporting Category 3- Geometry and Measurement	1a.2. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Develop departmental guidelines for student learning notebooks, or journals, that will increase student writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills, and allowing for correction of misconceptions.	1a.2. Administrators	1a.2. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	1a.2. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 Mathematics test indicate that 29% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the level 4 and 5 students' proficiency by three percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (103)	32% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students who scored at or above achievement levels 4 and 5 was Reporting Category 3- Geometry and Measurement.	2a.1. Engage students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. Provide enrichment activities to students achieving above proficiency during small group differentiated learning in the classroom using the Go Math Enrichment activities.	2a.1. Administrators	2a.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	2a.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test
	2a.2. According to the results	2a.2. Engage students in	2a.2. Administrators	2a.2. Review formative	2a.2. Formative

2	of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grades 4 and 5 students who scored at or above achievement levels 4 and 5 was Reporting Category 1- Number: Operations, Problems, and Statistics.	activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 Mathematics test indicate that 71% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by five percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (162)	76% (173)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. The data, as noted on the 2012 FCAT 2.0 Mathematics Test, indicates that the students making learning gains in mathematics have deficiencies with Reporting Category 2- Number: Fractions-	3a.1. Provide hands-on practice for students utilizing manipulatives to develop deeper conceptual understanding. Utilize the district mini-BATS to assess student	3a.1. Administrators	3a.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	3a.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative

Reporting. Students lack the skills necessary to develop an understanding of fractions and fraction equivalence.	progress on benchmarks that fall within Category 2- Number: Fractions.		Assessment: 2013 FCAT 2.0 Mathematics Test
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 Mathematics test indicate that 76% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by five percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (45)	81% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The data, as noted on the 2012 FCAT 2.0 Mathematics Test, indicates that the percentage of students in the lowest 25% making learning gains in mathematics have deficiencies with Category 2- Number: Fractions- Reporting. Students lack the skills	4a.1. Provide differentiated instruction learning using the Think Central on line mathematics program.	4a.1. Administrators	4a.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	4a.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test

	necessary to develop an understanding of fractions and fraction equivalence.				
2	<p>4a.2. The data, as noted on the 2012 FCAT 2.0 Mathematics Test, indicates that the percentage of students in the lowest 25% making learning gains in mathematics have deficiencies with Reporting Category 1- Number: Operations, Problems, and Statistics.</p> <p>Students lack the understanding of number sense and operations that make it necessary to solve multi-step problems. This deficiency is due to gaps in hierarchical thinking of mathematical concepts.</p>	<p>4a.2. Engage students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.</p> <p>After using technology, provide contexts for Mathematical exploration and the development of student understanding of number and operations by supporting the use of manipulatives and engaging opportunities for practice.</p>	4a.2. Administrators	4a.2. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	4a.2. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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 is to reduce the 5 of non-proficient students by 50% by 2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2012 Mathematics FCAT test indicates that White students, Black students, and Hispanic students did not make satisfactory progress.</p> <p>The results indicate that 72% of the White students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of White student making satisfactory progress by two percentage points to 79%.</p> <p>The results indicate that 45% of the Black students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of Black student making satisfactory progress by eight percentage points to 53%.</p> <p>The results indicate that 59% of the Hispanic students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of Hispanic student making satisfactory progress by nine percentage points to 68%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 72 % (80)	White: 80% (89)

Black:
45% (23)

Black:
53% (27)

Hispanic:
59% (99)

Hispanic:
68% (114)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the White subgroup did not make satisfactory progress.</p> <p>Inconsistent implementation of small group instruction during the mathematics instructional block has hindered progress.</p>	<p>5B.1. Engage the targeted students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.</p>	<p>5B.1. Administrators</p>	<p>5B.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data</p>	<p>5B.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS</p> <p>Summative Assessment: 2013 FCAT 2.0 Mathematics Test</p>
2	<p>5B.2. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Black subgroup did not make satisfactory progress.</p> <p>Inconsistent implementation of small group instruction during the mathematics instructional block has hindered progress</p>	<p>5B.2. Engage the targeted students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.</p>	<p>5B.2. Engage the targeted students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.</p>	<p>5B.2. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data</p>	<p>5B.2. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS</p> <p>Summative Assessment: 2013 FCAT 2.0 Mathematics Test</p>
3	<p>5B.3. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Hispanic subgroup did not make satisfactory progress.</p> <p>Inconsistent implementation of small group instruction during the mathematics instructional block has hindered progress.</p>	<p>5B.3. Engage the targeted students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.</p> <p>After using technology, provide culturally contextual literature in small group settings to provide meaning necessary for students to grasp mathematical concepts</p>	<p>5B.3. Administrators</p>	<p>5B.3. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data</p>	<p>5B.3. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS</p> <p>Summative Assessment: 2013 FCAT 2.0 Mathematics Test</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

The results of the 2012 Mathematics Test indicate that 44% of the English Language Learners made satisfactory progress.

Our goal for the 2012-2013 school year is to increase the

Mathematics Goal #5C:	percentage of English Language Learners making satisfactory progress by eight percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (9)	52% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. On the 2012 administration of the FCAT Mathematics Test it was noted that the ELL students were deficient in reporting category 1 Number: Based Ten and Fractions. The ELL subgroup lacked an understanding of Mathematics vocabulary.	5C.1. Provide students with more opportunities to address Essential Questions and reflect on the use of mathematics terminology in a mathematics journal. Require students to contribute to an interactive "Word Wall" in conjunction with each lesson	5C.1. Administrators	5C.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data	5C.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Mathematics Goal #5D: The results of the 2012 Mathematics Test indicate that 30% of the Students with Disabilities made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of Students with Disabilities making satisfactory progress by fourteen percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (17)	44% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. On the 2011 administration of the FCAT Mathematics Test it was noted that students were deficient in reporting category 1 Number: Based Ten and Fractions.	5D.1. Provide them with opportunities for remediation through the use of computer assisted programs and differentiated instructional groups.	5D.1. Administrators	5D.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data	5D.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		The results of the 2012 Mathematics test indicate that 51% of the Economically Disadvantaged students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged students making satisfactory progress by nine percentage points to 60%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
51% (107)		60% (125)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Economically Disadvantaged students did not make satisfactory progress. Inconsistent implementation of small group instruction during the mathematics instructional block has hindered progress.	5E.1. Engage the students in activities to use technology (such as Successmaker, Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. After using technology, provide culturally contextual literature in small group settings to provide meaning necessary for students to grasp mathematical concepts.	5E.1. Administrators	5E.1. Review formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data.	5E.1. Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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
Success Maker	K-5th Grade	Ms. Melgar/ Ms. Broughton	K-5th Grade Teachers	August 17, 2012	Reports from Success Maker	Administration Team
The Use of Math Journals to Support Instruction	K-5th Grade	Mathematics Liaison	K – 5th Grade Math Teachers	September 17, 2012	Classroom Walkthrough, Observations, and Student work Samples	Administration Team
Differentiated Instruction: Data Analysis	K-5th Grade	Mathematics Liaison	3-5 mathematics teachers	November 6, 2012	Classroom Observations	Administration, Math Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of students scoring Level 3 and above on the 2013 FCAT Mathematics Test	Florida Ready for Mathematics	EESAC	\$950.00
			Subtotal: \$950.00
			Grand Total: \$950.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 Science test indicate that 31% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the level 3 students' proficiency by four percentage points to 35%.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31% (38)		35% (42)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. As noted on the FCAT 2.0 Science test, The areas where students experienced the most difficulty are in Reporting Category 2: Earth & Space Science and Reporting Category 3: Physical Science. Students need to develop higher order	1a.1. Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills.	1a.1. Administration	1a.1. Review data from Science Interims, as well as science lab write-ups, to monitor student progress and adjust instruction. Data chats will be conducted monthly and instruction will be adjusted based on data.	1a.1. Formative Assessments: Baseline Assessments Winter Interim Assessments Summative Assessments: 2013 FCAT Science Test

thinking skills in order to increase levels of proficiency.				
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 Science test indicate that 20% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the levels 4 and 5 students' proficiency by one percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (24)	20% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The areas where students experienced the most difficulty were in Reporting Category 2: Earth & Space Science. Students need to develop higher order thinking skills in order to increase levels of proficiency.	2a.1. Provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.	2a.1. Administration	2a.1. Review data from Science Interims, as well as science lab write-ups, to monitor student progress and adjust instruction. Data chats will be conducted monthly and instruction will be adjusted based on data.	2a.1. Formative Assessments: Baseline Assessments Winter Interim Assessments Summative Assessments: 2013 FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Earth Space and Physical Science	Grade 3-5 Science	Science Liaison	Classroom Teachers	October 28, 2012	Classroom Walkthroughs/ PD Roster and follow up activity	Administrator
Next Generation Sunshine State	3rd-5th grade Science teachers	Science Liaison	3rd-5th grade Science Teachers	November 7, 2012	Review of Lesson Plans and Classroom observations	Administration, Science Liaison

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identify areas of material needs for hands on inquiry for Earth Space Science and Physical Science development of independent experimental, models and engineering projects.	Replenish hands on Science materials	Student Based Budget	\$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 Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 Writing test indicate that 88% of the students achieved levels 3.0 and higher proficiency. Our goal for the 2012-2013 school year is to increase number of students scoring 3.0 or higher by two percentage points to 90%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (99)	90% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. During the 2012 FCAT Writing Test, fourth grade students demonstrated difficulty in narrative writing. Students need additional practice in standard language conventions.	1a.1. After each writing assignment, teachers will Use the revising/editing chart and conferencing with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by using checklist/FCAT Writing Rubric refine draft conventions.	1a.1. Reading Liaison, Administrators, and members of the LLT will help classroom teachers analyze student's work.	1a.1. a. Establish a monthly prompt writing process to include prompts in grade 4, across the curriculum and monitor scores on monthly writing prompts. b. Conduct data chats with the teachers.	1a.1. Formative Assessments: District's Pre-Writing Test; Students' scores on monthly Writing assessments Summative Assessment: 2013 FCAT Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Best Practices in Writing	3-5	Itinerant Reading Coach	3rd-5th grade teachers	October 10, 2012	Team will meet monthly to monitor student progress and the effectiveness of writing instruction.	Administration, Reading Literacy Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:	The goal for the 2012-2013 school year is to increase attendance by .05 percentage points minimizing absences due to illnesses and continuing to create a climate where parents, students, and staff feel welcomed and appreciated
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.37% (684)	96.87% (688)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
182	173
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
168	160

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our anticipated barrier is that there are communication issues in reporting excused absences efficiently from parent to teacher to attendance clerk.	1.1. The attendance clerk will monitor absenteeism for students with 2 or more unexcused absences. Forward the necessary messages to the homeroom teacher. Truancy reports will be tracked and monitored through the Attendance Review Committee.	1.1. Attendance Committee, Administration	1.1. Provide teachers with targeted information about excessive attendance	1.1. Truancy Reports Monitor Attendance via COGNOS.
2	1.2. Our anticipated barrier is that parents are unaware of the importance of ensuring that their children make it to school on time.	1.2. The attendance clerk will monitor the students that have excessive tardies and forward the information to the guidance counselor. Truancy reports will be tracked and monitored through the Attendance Review Committee.			

(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
Schoolwide Attendance Plan	Attendance Committee	Administrator	Attendance Committee	4 times a year	Bi-Weekly monitoring of attendance	Administrator

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To reduce the number of students with excessive absences and increase the average daily attendance rate.	Attendance awards provided at the honor roll assembly each quarter.	EESAC	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

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:	The goal for the 2012-2013 school year is to decrease the number of students being suspended out of school from 26 students to 23 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
60	54
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
26	23

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. The total number of students on out-of-school suspensions will go from 26 incidents during the 2011-2012 school year to 23 in the 2012-2013 school year.</p> <p>Students did not seek mediation or conflict-resolution with the teacher or guidance counselor which in turn increased negative behaviors.</p>	<p>1.1. Teachers will communicate with students and parents about the importance of the Code of Student Conduct. Teachers will refer students with disruptive behaviors and issues to the counselor. The counselor will contact parents to provide information and clarify the Code of Student Conduct.</p> <p>Utilizing the Student Code of Conduct by providing incentives for compliance through the use of the Elementary SPOT Success Recognition program</p>	<p>1.1. Administrators, Guidance Counselor</p>	<p>1.1. Monitor COGNOS report on student outdoor suspension rate.</p>	<p>1.1. Monthly COGNOS suspension report.</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	K- 5 All teachers	Counselor	All teachers	Faculty Meetings	Review communication logs with teachers	Administration Team

Suspension Budget:

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		According to the PTA records and the volunteer sign-in logs, during the 2011-2012 school year parent participation in school wide activities was 44%. Our goal for the 2012- 2013 school year is to increase parent participation by ten percentage points to 54%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
44% (274)		44% (336)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents have limited knowledge of school activities and workshops. They need to be provided with increased educational opportunities to attend activities and workshops being provided by the school.	1.1. Facilitate the use of parenting materials through the use of Take Home Tuesday Yellow Communicators, the school's Webpage, and use of Connect-ED to communicate to parents about upcoming events	1.1. Administration	1.1. Review sign-in sheets/logs to determine the number of parents attending school events	1.1. Sign-in sheets.

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
Understanding the FCAT Process for 3rd Grade Students	3rd Grade	3rd Grade Teachers	3rd Grade Parents	January 2013	Review sign in sheets to determine number of parents attending.	School Administration

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 analysis of school data, 51% of the students are scoring level 3 or above on the FCAT Science standardized assessment.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Students need to more opportunities to do hands-on inquiry-based learning activities to analyze, draw appropriate conclusions, and apply key instructional concepts.	Implement a school wide Science Fair	Administration	Review Science and Mathematics formative Assessment data reports to monitor progress and adjust instruction as needed. Data chats will be conducted monthly and instruction will be adjusted based on data	Formative: FAIR assessment, weekly teacher assessments and computer assisted reports from SuccessMaker, Riverdeep and FCAT Explorer. Summative: 2013 FCAT Assessment
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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
How to implement process standards for inquiry, technology, and problem solving in Science and Mathematics.	5th grade/Science and Mathematics	Science Liaison	5th Grade teachers (Science and Mathematics)	January 2013	Classroom Walkthroughs/ PD Roster and follow up activity	Administrator

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

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
Science	Identify areas of material needs for hands on inquiry for Earth Space Science and Physical Science development of independent experimental, models and engineering projects.	Replenish hands on Science materials	Student Based Budget	\$1,000.00
				Subtotal: \$1,000.00
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
Reading	Increase the number of students scoring Level 3 and above on the 2013 FCAT Reading Test	Florida Ready for Reading	EESAC	\$950.00
Reading	Increase the number of students participating in the Accelerated Reader Program.	Accelerated Reader Incentives	EESAC	\$500.00
Mathematics	Increase the number of students scoring Level 3 and above on the 2013 FCAT Mathematics Test	Florida Ready for Mathematics	EESAC	\$950.00
Attendance	To reduce the number of students with excessive absences and increase the average daily attendance rate.	Attendance awards provided at the honor roll assembly each quarter.	EESAC	\$250.00
				Subtotal: \$2,650.00
				Grand Total: \$3,650.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

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
Florida Ready Books for Mathematics and Reading	\$1,900.00
Attendance awards provided at the honor roll assembly each quarter	\$250.00
Accelerated Reader Incentives	\$500.00

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

The activities of the School Advisory Council (SAC) team are:

1. To develop and monitor the implementation of School Improvement Plan (SIP).
2. Oversee the distribution of the school recognition money.
3. Analyze and monitor student achievement quarterly.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District WHI SPERING PINES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	83%	93%	63%	325	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	68%	67%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	59% (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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District WHI SPERING PINES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	89%	62%	315	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	69%	74%			143	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	67% (YES)	72% (YES)			139	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					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested