

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: AIR BASE ELEMENTARY SCHOOL

District Name: Dade

Principal: Raul Calzadilla Jr

SAC Chair: Marlene Romano

Superintendent: Alberto Calvalho

Date of School Board Approval: PENDING

Last Modified on: 10/26/2012

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)
No data submitted					

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. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement activities learned. 2. Implement Professional Learning Communities in which teachers share best practices, interpret test results, accommodate the diversity in student learning, and build capacity in student learning. 3. Implement Collaborative planning where teachers plan lessons and project based learning activities	Principal Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0- Out of Field 0- Less than Effective	Provide on Professional Development to teachers in identified areas of need and include the time for teachers to implement activities learned.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	0.0%(0)	11.8%(6)	51.0%(26)	33.3%(17)	39.2%(20)	100.0%(51)	5.9%(3)	15.7%(8)	64.7%(33)

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

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

N/A

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal
- Assistant Principal
- Reading Coach
- School Counselor

- School Psychologist
- Exceptional Student Education Teacher

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?

Response to Intervention (RTI) is an extension of the Literacy Leadership Team, which supports the student service and the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of data with the goal of impacting student achievement, school wide safety, attendance, literacy and student social/emotional well being.

The MTSS/RTI Leadership Team will meet quarterly and focus on universal screening, progress monitoring data, identify students not maintaining or meeting benchmarks, the team will identify professional development needs to support universal or progress monitoring data for students at risk, establish a calendar of staff development activities and discuss best practices during monthly faculty meetings. The team will also reinforce the grouping of concepts for student mastery; determine student mastery of established skills/concepts taught. The MTSS/RTI team will maintain communication and professional development of staff input and feedback, as well as updating the staff on procedures and progress.

The MTSS/RTI is a general education initiative which is the foundation for support and resources for student needs. MTSS/RTI promotes intense intervention or remediation instruction. The first level of support, Tier 1 is the core curriculum and behavioral methodologies. The next level of support, Tier 2 consists of supplemental instruction and intervention in addition to the core curriculum. The third level of support, Tier 3 consists of intensive instructional or behavioral interventions provided with the goal of increasing and individual student's rate of progress academically or behaviorally. Throughout the Tier 3 process ongoing progress monitoring and evaluation is documented.

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/RTI Leadership Team met with the Educational Excellence Student Advisory Committee (EESAC) in collaboration with the Principal to develop the School Improvement Plan. The MTSS/RTI team reviewed the data on targeted student groups. In addition, the MTSS/RTI Leadership Team evaluated the 2009-2010 intervention program to determine the impact on student achievement and grade level expectations. The MTSS/RTI Leadership Team facilitated the vertical articulation/annual brainstorming activity and discussed with grade levels strategies that required a change, strategies which must be removed from the previous year's School Improvement Plan. The Faculty along with the support of the MTSS/RTI Leadership Team will also devise a list of staff development required to increase the percentage of students meeting or maintaining benchmarks. The leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor with fidelity of the delivery of the core curriculum and intervention, provide levels of support and interventions to students based on data.

The roles and functions of the MTSS/RTI Leadership Team:

The Principal- The Instructional Leader who facilitates the MTSS/RTI Leadership Team on a monthly basis while guiding the vision and mission of Air Base Elementary School. Ensures that the school-based team assesses, implement, provides intervention, ensures adequate professional development to support the school based MTSS/RTI team and teachers and communicates with all stakeholders regarding MTSS/RTI plans and activities.

The Assistant Principal- Provides support to the instructional leader and MTSS/RTI school based team, ensures the collection of data and the implementation of intervention for identified students, monitors the MTSS/RTI intervention groups and follows up on needed professional development activities.

The Instructional Itinerant Coach(Reading), – Initiates and develops Instructional Focus Calendar, assists with the screening programs that provide early intervening services for students considered at risk/ Tier 3, assists in data collection, progress monitoring, chart particular student needs, data is used strategically to shift instructional focus and align professional development with the instructional needs of the students.

The School Counselor - Interprets data and assists in the identification of students at risk/Tier 3, proceeds with further screening programs at the school site.

Itinerant School Psychologist- Interprets data, completes classroom observation of students for further screening programs, participates in collection, interpretation, and analysis of data, facilitates data-based decision making.

The Exceptional Student Education Teachers and Selected Grade Level Representatives- Participates in student data collection, integrates core instructional activities/supplemental materials into Tier 3 instruction, supports grade level collaboration with teachers through teaching and co-teaching activities when needed, liaison between grade level and MTSS/RTI Leadership Team

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.

Data will be gathered quarterly to guide instructional decisions and system procedures for all students in order to adjust the delivery of curriculum to meet specific needs of students
Adjust the delivery of behavior management system
Adjust the allocation of school-based resources
Monitor and target specific needs in the area of Professional Development
Create and monitor growth trajectories in order to identify and develop interventions

Managed DATA will include:

Academic: FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostics Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

Oral Reading Fluency Measures

Voyager Checkpoints

Voyager Benchmark Assessments

Baseline Benchmark Assessments

Success Maker Utilization and Progress Reports

Interim Assessments

State/ District Math and Science Assessments

FCAT

Student grades

School site specific assessments

Behavior:

Student Case Management System

Detentions

Suspensions/expulsions

Referrals by student behavior, staff behavior, and administrative context

Team climate surveys

Attendance referrals

Referrals to special education programs

Describe the plan to train staff on MTSS.

Training for administrators and Student Services in the MTSS/RTI problem solving at Tier 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. Providing support for school staff to understand basic MTSS/RTI principles and procedures and provide a network of ongoing support for RTI organized through feed patterns.

Describe the plan to support MTSS.

Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing and evaluating effectiveness of services.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal-Mr. Calzadilla
- Assistant Principal-Mrs. Leveille-Brown
- Magnet Lead Teacher-Mrs. Corrales
- Media Specialist-Mrs. Concepcion
- ESOL Teacher-Mrs. Martinez
- ESE Teachers- Mrs. Vior-Gonzalez
- All Grade Level Representatives- Mrs. Piedrahita, Mrs. Remus-Garcia, Mrs. J. Diaz, Mrs. Fundora, Mrs. Wright ,Mrs. Perez

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

The Literacy Leadership Team will meet on a quarterly basis or on an as needed basis to provide a literacy support system to build capacity, sustain rigor of the curriculum while focusing on the improvement of student learning. The team will work collaboratively to investigate, seek solutions and also work closely with the RTI Team to provide professional development.

The Literacy Leadership Team consists of the following:

Principal- The Instructional Leader who facilitates the MTSS/RTI and Literacy Leadership Team on a monthly basis while guiding the vision and mission of Air Base Elementary School. Ensures that the school-based team assesses, implement, provides intervention, ensures adequate professional development to support the school based RTI team and teachers and communicates with all stakeholders regarding RTI plans and activities.

Mrs. Leveille-Brown, the Assistant Principal- Provides support to the instructional leader and RTI/ Literacy Leadership school based team, ensures the collection of data and the implementation of intervention for identified students, monitors the RTI intervention groups and follows up on needed professional development activities.

Ms. Corrales, the Magnet Lead Teacher- Provides support to the staff to design, implement and evaluate the effectiveness of the Literacy Program. Assists with the monitoring and responding to the needs of the subgroups within the expectations for adequate yearly progress.

The Literacy Leadership Team – Initiates and develops Instructional Focus Calendar, assists with the screening programs that provide early intervening services for students considered at risk/ Tier 3, assists in data collection, progress monitoring, chart particular student needs, data is used strategically to shift instructional focus and align professional development with the instructional needs of the students.

Mrs. Concepcion, the Media Specialist, the Department of English Speakers of Other Languages, the Department of Exceptional Student Education Teachers and Selected Grade Level Representatives (Mrs. M Diaz, Mrs. J. Diaz , Mrs. Purcell and Mrs. Tillman)- Participates in student data collection, integrates core instructional activities/supplemental materials into Tier 3 instruction; supports grade level collaborates with teachers through teaching and co-teaching activities when needed, liaison between grade level and RTI Leadership Team.

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

The initiatives for the 2012-2013 school year will include but not be limited to: fostering reading knowledge with the school, implement a writing across the curriculum initiative, create a positive atmosphere for literacy across all content areas, alignment of reading standards/benchmarks across all subjects

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*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?

NA

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?

NA

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](#)

NA

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 2.0 indicate that 26 % of students achieved proficiency level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (89)	27% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is reporting category 2: Reading Application. Students lack the skills necessary to identify main idea, author's purpose, inference and cause and effect.	Students will use grade-level appropriate text, both fiction and non-fiction, that contains identifiable benchmark. Incorporate the Reading Plus program to increase exposure to comprehension, fluency, and vocabulary. Utilization of exemplary text	Literacy Leadership Team Multi-Tiered System of Supports/Response to Intervention-MTSS/RTI Team	Ongoing assessments focusing on Reading Application. Analyze data on benchmark focus, adjust instruction were appropriate. Monitor push-in model for differentiation instruction in grades 4 and 5 reading classes. Monitor pull-out model of Success Maker Intervention program. Review teacher lesson plans on a weekly basis for evidence of reading strategies are implemented across grade level content area. Monthly Articulation meetings with standard focus will be shared throughout with content area, fine arts and world language teachers. Upon review of the lesson plans, teachers without evidence of reading strategies across content area will plan with Reading/Language Arts teachers for assistance.	Formative: Reading Unit Test Baseline Assessment Interim Assessment. Summative: 2013 FCAT Reading 2.0

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

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 result of the 2012 Reading FCAT 2.0 indicate 56 % of the students achieved above proficiency. Our goal for the 2012-2013 school year is to maintain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (189)	56%(189)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth on the 2012 FCAT assessment for Level 4 and 5 students was Category 3: Literal Analysis/Fiction/Non-Fiction	Provide enrichment opportunities to interpret elements of story structure within a text. Assist students to understand character development and character point of view. Review types of figurative language such as similes, metaphors, personification. Develop enrichment activities through the utilization of the exemplary text.	Literacy Leadership Team Multi-Tiered System of Supports/Response to Intervention Team	Utilize classroom computers and the computer lab for individualized learning through Reading Plus, Success Maker Reading, and other computer assisted programs. Review lesson plans on a weekly basis for identified standards. Create monthly grade level articulation with long and short range plans. Review student work samples for evidence of student generated work which reflects figurative language during weekly grade level meetings	Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	
---	--

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 FCAT 2.0 assessment indicate that 79% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3 or higher) by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79 % (179)	84 % (185)

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 across grade levels need to further develop skills necessary to identify author's purpose, main idea, inferences and cause and effect.	Utilize the computer lab during the Early Bird Program for student in grades 3-5 to implement the Reading Plus or Success maker programs. Provide students with differentiated instruction during reading rotation center utilizing FAIR data and Benchmark focus. In addition to tutorial programs the core curriculum classroom will practice and develop weekly goals from the Reading Plus program and Success maker Reading. After School Tutorial Program 3rd-5th grade	Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	Utilize computerize reports to monitor usage and performance of student identified for the tutorial programs. Review teacher lesson plans for evidence of reading strategies across content curriculums	Formative: Baseline Assessment Interim Assessments HMR Thematic Units Summative: Reading 2013 FCAT 2.0

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

of improvement for the following group:

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 FCAT 2.0 assessment indicate that 76% of the lowest twenty-five percent of students achieved learning gains. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(38)	81% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% require assistance in reporting category 1: vocabulary and reporting category 2: Reading Application. Student's lack of progress indicates that additional monitoring and implementing of effective interventions is needed.	To assist with fluency Reading Plus goals for home learning will be initiated and monitored. Identify and monitor the effectiveness of interventions and remediation monthly. Monitor student achievement through on-going assessments within the reading class.	Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	Conduct monthly grade level articulation meetings to discuss in house grade level articulation. Review assessments, monitor pacing guide, lesson plans and grade level monthly articulation. Assist teachers across the content area to infuse reading and language arts standards within the content area.	Formative: Baseline Assessment Interim Assessment Success Maker usage and student reports Summative: 2013 FCAT Reading 2.0

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A : The results of the 2012 FCAT 2.0 Reading Assessment indicates that 82% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase achievement by 2% percentage points.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.
Reading Goal #5B:

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 subgroup:

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

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D:				
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.				
Reading Goal #5E:				
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
Differentiated Instruction Common Core Standards Vertical Articulation Best Practices	K-5 Reading Teachers K-3 Reading Teachers K-5 Reading Teachers K-5 Reading Teachers	PD Facilitator and PLC Leader PD Facilitator and PLC Leader PD Facilitator and PLC Leader PD Facilitator and PLC Leader	K-5 Reading Teachers K-3 Reading Teachers K-5 Reading Teachers K-5 Reading Teachers	10/3/2012 8/16/2012 9/5/2012 8/16/2012 8/16/2012	Classroom Visitation and submission of rotation schedules	Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutorial Program 3rd-5th grade	Tutorial Program Hourly Teachers	Community School Hourly	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with an opportunity to read and complete online comprehension assessment to enrich and remediate reading comprehension skills.	Purchase the Renaissance Learning Accelerated Reader Program	EESAC	\$2,800.00
			Subtotal: \$2,800.00
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: \$4,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2012 CELLA assessment indicate that 62% of the students in the ESOL program scored proficient in Listening/Speaking subsection.			
2012 Current Percent of Students Proficient in listening/speaking:					
62% (46)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Target ELL students in the fourth grade in 2011-2012 scored 40% proficiency, therefore	Students will use grade level appropriate text to practice paraphrasing and	Literacy Leadership Team Multi-Tiered System of	1.1. Classroom monitoring of activities Assessment	1.1. Formative: Baseline Assessment Interim

1	need improvement in explaining extended responses and drawing conclusions.	repeating stories. Students will create charts and organizers to assist with oral retelling and speaking activities.	Supports/ Response to Intervention-MTSS/RTI Team	opportunities For students who fall below grade level, refer to LEP committee RTI process	Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013
2	1.2. Target ELL students in the third grade in 2011-2012 scored 66% proficiency, and need additional practice in explaining extended responses and drawing conclusions. 1.3. Primary students (K-1) in 2011-2012 must practice using picture clues to orally retell stories.	1.2. During small group rotation and teacher-led groups, students practice meaningful language activities designed to explain and retell stories. 1.3. During story retelling, students will use role play, illustrations, and simple, direct language.	1.2. Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team 1.3. Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	1.2. Classroom monitoring of activities Assessment opportunities For students who fall below grade level, refer to LEP committee RTI process 1.3 Classroom monitoring of activities Assessment opportunities For students who fall below grade level, refer to LEP committee RTI process	1.2. Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013 1.3 Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013

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 assessment indicate that 32% of the students in the ESOL program scored proficient in the Reading subsection.

2012 Current Percent of Students Proficient in reading:

32% (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	2.1. Target ELL students in the fourth grade in 2011-2012 scored 60% proficiency, therefore need additional practice in the use of reading comprehension strategies. 2.2. Target ELL students in the third grade in 2011-2012 scored 0% proficiency, and need improved practice in reading benchmark skills.	2.1. During whole group and small group instruction, students will use FCAT task cards, participate in differentiated instruction (DI) activities, and focus on key vocabulary. 2.2. During whole group and small group instruction, students will use FCAT task cards, participate in differentiated instruction (DI) activities, and make predictions when reading. Students will also use graphic organizers, such as K-W-L charts, and interactive word	2.1. Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team 2.2. Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	2.1. Monitor classroom activities and assessment data For students who fall below grade level, refer to LEP committee RTI process 2.2. Monitor classroom activities and assessment data For students who fall below grade level, refer to LEP committee RTI process	2.1. Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013 2.2 Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013

		walls to increase vocabulary and reading fluency.			
2	2.3 Primary students (K-1) in 2011-2012 must identify parts of a story, and recognize letter names and sounds. Primary students should be able to read and comprehend simple sentences and high-frequency words.	2.3 During whole group and small group instruction, students will use picture walks, make predictions, and answer teacher-made questions. Students will also practice choral reading.	2.3 Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	2.3 Monitor classroom activities and assessment data For students who fall below grade level, refer to LEP committee RTI process	2.3 Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA assessment indicate that 36% of the students in the ESOL program scored proficient in writing subsection.
--	---

2012 Current Percent of Students Proficient in writing:

36% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Target ELL students in the fourth grade in 2011-2012 scored 60% proficiency, therefore need additional practice in developing paragraphs focused on a prompt and writing mechanics. 3.2. Target ELL students in the third grade in 2011-2012 scored 0% proficiency, and need improved practice on forming complete sentences, focusing on a prompt and improving writing mechanics. 3.3 Primary students (K-1) in 2011-2012 must be able to write orally dictated letters, beginning high-frequency words, and form a complete sentence with a capital letter and ending punctuation.	3.1. During whole group and small group instruction, students will implement graphic organizers and process writing to develop writing prompts. Students will practice editing techniques. 3.2. During whole and small group instruction, students will use graphic organizers, process writing, and writing rubrics to develop writing prompts. Students will practice editing techniques. 3.3 During whole and small group instruction, students will practice dictation of letters and high-frequency words, use spelling strategies, and participate in shared/process writing. Students will also respond in writing journals.	3.1. Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team 3.2. Literacy Leadership Team Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team Assistant principal 3. Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team Assistant principal	3.1. Monitor classroom activities and assessment data For students who fall below grade level, refer to LEP committee MTSS/RTI process 3.2. Monitor classroom activities and assessment data For students who fall below grade level, refer to LEP committee MTSS/RTI process 3.3 Monitor classroom activities and assessment data For students who fall below grade level, refer to LEP committee MTSS/RTI process	3.1. Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013 3.2. Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013 3.3. Formative: Baseline Assessment Interim Assessments Summative: Reading 2013 FCAT 2.0 CELLA- 2013

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 2.0 Mathematics indicate that 41% (137) of students achieved proficiency (level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (level 3) by 3 percentage point to 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (137)	44%(148)

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>1A 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.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement.</p>	<p>1A.1. Students will be given increased opportunities to compare and order fractions greater than one using area, set and linear models.</p> <p>Students will be given opportunities increased to describe mathematics relationships using expressions, equations and visual representations.</p> <p>Students will be given increased opportunities to solve problems requiring attention to approximation, selection of appropriate measuring tools and precision of measurement.</p>	1A.1. Administrators Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	<p>1A.1. Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Unit Tests to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed.</p> <p>Provide opportunities to participate in Professional Learning Communities</p>	<p>1A.1. Formative: Biweekly assessments and District Assessment</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 FCAT 2.0 Mathematics indicate that 30% of students achieved levels 4 and 5 in proficiency. Our goal for the 2012-2013 school year is to maintain 30% of students achieving levels 4 and 5.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(102)	32%(108)

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>2a.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.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>	<p>2a.1. Students will be given the opportunity by exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade level appropriate number concepts and apply learning to solve real-life problems.</p> <p>Students will be given grade level math term or word wall pictorials to visualize and understand math terms.</p> <p>Students will be given grade level appropriate activities that promote knowledge and spatial reasoning to develop foundations to understand appropriate units, strategies and tools to solve problems involving measure.</p> <p>Engage students in activities to use technology such as</p>	<p>2a.1. Administrators Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team</p>	<p>2a.1. Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Unit Tests to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed.</p> <p>Provide opportunities to participate in Professional Learning Communities</p>	<p>2a.1. Formative: Biweekly assessments and District Assessment</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics indicate that 61% (134) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points from 61% to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (134)	66% 145

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a.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. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and	3a.1. Students will be given increased opportunities to compare and order fractions greater than one using area, set and linear models. Students will be given grade level math term or word wall pictorials to visualize and understand math terms Students will be given grade level appropriate activities that promote describing, analyzing	3a.1. Administrators Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	3a.1. Weekly, Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed.	3a.1. Formative: Biweekly assessments and District Assessment Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

1	Measurement According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement	models that develop measurement concepts and skills through experiences in analyzing attributes, two or three dimensional shapes or objects.	Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed. Provide opportunities to participate in Professional Learning Communities Provide push-in tutorial program in grades 4 and 5. Implement math journals. Utilize math term or word wall terms/pictorial representation
---	--	--	---

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:	On the 2011 FCAT Mathematics Test 51% of students in the lowest 25% made learning gains. The goal for 2012 school year is to provide appropriate interventions and remediation opportunities in order to increase the lowest 25% of students making learning gains by 5 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (25)	61% (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	<p>4a.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.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>	<p>4a.1. Provide instructional support to use interactive whiteboards to engage learners in mathematical concepts.</p> <p>Engage students in hands-on activities to introduce and review the concept of geometry and measurement. Utilize Gizmo math, Success Maker Math and Destination Math to improve basic math facts.</p> <p>Implement, monitor and assess students through mini-assessments.</p>	<p>4a.1. Administrators Multi-Tiered System of Supports/ Response to Intervention- MTSS/RTI Team</p>	<p>4a.1. Review Math Unit Test</p> <p>Math Pacing Guide</p> <p>Grade Level and Math department discussions and meetings to review data.</p> <p>Provide additional support of geometry and measurement through application and life experiences.</p> <p>Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Unit Tests to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed.</p> <p>Provide push-in tutorial program in grades 4 and 5.</p> <p>Implement math journals Utilize math term or word wall terms/pictorial representation.</p> <p>Provide opportunities to participate in Professional Learning Communities</p>	<p>4a.1. Formative: Biweekly assessments and District Assessment</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment</p>
---	--	--	--	---	--

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Elementary School Mathematics Goal #</p> <p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p> <p>5A :</p>					
<p>Baseline data 2010-2011</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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,</p>	<p>The results of the 2012 FCAT 2.0 Mathematics indicate that 31% of the Hispanic subgroup did not make satisfactory</p>
--	--

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	progress Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic sub group achieving proficiency (level 3) by 5 percentage points to 74%
---	--

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

White: 83 Black: 67 Hispanic: 69 Asian: N/A American Indian: N/A	White: 84 Black: 70 Hispanic: 74 Asian: N/A American Indian: N/A
--	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 The decrease indicates that the students are not making appropriate learning gains. The deficiency would be that the students are not able to attend after-school tutorial or participate in pull-out intervention due to their participation in the pull-out reading intervention.	5B.1. Teachers will receive one hour of push in Team teacher during the mathematics block. This will enable differentiated instruction to take place for all identified students working below grade level. In addition, student will participate in daily Success Maker Math activities per Big Idea.	5B.1. Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team	<p>5B.1. Success Maker student usage and Progress Reports</p> <p>Gizmo Usage Reports</p> <p>Grade Level and Math department discussions and meetings to review data.</p> <p>Provide additional support of geometry and measurement through application and life experiences.</p> <p>Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Unit Tests to ensure progress is being made and adjust instruction as needed</p> <p>Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed.</p> <p>Provide push-in tutorial program in grades 4 and 5.</p> <p>Implement math journals</p> <p>Utilize math term or word wall terms/pictorial representation.</p> <p>Provide Professional</p>	<p>5B.1.</p> <p>Formative: Biweekly assessments and District Assessment</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics indicate that 41% of the ELL subgroup did not make satisfactory progress Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL sub group achieving proficiency (level 3) by 6 percentage points to 65%
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(6)	65%(7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.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.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>	<p>5C.1. Provide instructional support to use smart boards to engage learners in mathematical concepts.</p> <p>Engage students in hands-on activities to introduce and review the concept of geometry and measurement. Utilize Gizmo math, Success Maker Math to improve basic math facts. Implement, monitor and assess students through mini-assessments.</p>	<p>5C.1. Administrators Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team</p>	<p>5C.1. Grade Level and Math department discussions and meetings to review data. Provide additional support of geometry and measurement through application and life experiences. Weekly, Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Math Unit Tests to ensure progress is being made and adjust instruction as needed. Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed. Provide push-in tutorial program in grades 4 and 5. Implement math journals Utilize math term or word wall terms/pictorial representation.</p> <p>Provide opportunities to</p>	<p>5C.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.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics indicate that 64% of the SWD subgroup did not make satisfactory progress Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD sub group achieving proficiency (level 3) by 17 percentage points to 53%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (8)	53%(12)

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>5D.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 3 students was reporting Category 2- Number Fractions.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>	<p>5D.1. Provide instructional support to use interactive whiteboards to engage learners in mathematical concepts.</p> <p>Engage students in hands-on activities to introduce and review the concept of geometry and measurement. Utilize Gizmo math, Success Maker Math and Destination Math HMH to improve basic math facts.</p> <p>Implement, monitor and assess students through mini-assessments.</p>	<p>5D.1. Administrators Multi-Tiered System of Supports/ Response to Intervention- MTSS/RTI Team</p>	<p>5D.1. Grade Level and Math department discussions and meetings to review data.</p> <p>Provide additional support of geometry and measurement through application and life experiences.</p> <p>Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Unit Tests to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed.</p> <p>Provide push-in tutorial program in grades 4 and 5.</p> <p>Implement math journals Utilize math term or word wall terms/pictorial representation.</p>	<p>5D.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 3 students was reporting Category 2- Number Fractions.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>

			Provide opportunities to participate in Professional Learning Communities
--	--	--	---

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 indicate that 32% of the ED subgroup did not make satisfactory progress Our goal for the 2012-2013 school year is to increase the percentage of students in the ED sub group achieving proficiency (level 3) by 5 percentage points to 73%
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (148)	73%(158)

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>5E.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 3 students was reporting Category 2- Number Fractions.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>	<p>5E.1. Provide instructional support to use interactive whiteboards to engage learners in mathematical concepts.</p> <p>Engage students in hands-on activities to introduce and review the concept of geometry and measurement. Utilize Gizmo math, Success Maker Math and Destination Math HMH to improve basic math facts. Implement, monitor and assess students through mini-assessments.</p>	<p>5E.1. Administrators Multi-Tiered System of Supports/ Response to Intervention- MTSS/RTI Team</p>	<p>5E.1. Review Math Unit Test</p> <p>Math Pacing Guide</p> <p>Grade Level and Math department discussions and meetings to review data.</p> <p>Provide additional support of geometry and measurement through application and life experiences.</p> <p>Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Unit Tests to ensure progress is being made and adjust instruction as needed.</p> <p>Review Math Pacing Guide to ensure progress is being made and adjust instruction as needed.</p> <p>Provide push-in tutorial program in grades 4 and 5.</p>	<p>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.</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 4 students was reporting Category 3 – Geometry and Measurement</p> <p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for grade 5 students was reporting Category 3- Geometry and Measurement</p>

			Implement math journals Utilize math term or word wall terms/pictorial representation. Provide Professional Learning Communities
--	--	--	--

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
Differentiated Instruction during the mathematics block / Go Math	K-5Math	PD Liaison	K-5	10/24/12	Classroom Walkthroughs	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction during the mathematics block	Additional Go Math Grab and Go Manipulative Kits for Grade 4 and 5	Discretionary Funds	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science. Science Goal # 1a:	The 2012 FCAT Science 2.0 indicated that 46% of students achieved level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (43)	49% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the results of the 2012 FCAT 2.0 Science assessment, the area of greatest difficulty is Earth/Space Science	1a.1. The utilization of AIMS Earth Science and AIMS Physical Science program will be used with fidelity to provide students with in depth hands on learning, remediation or re-teach opportunities for struggling students. Utilize multiple media (oral, written, graphic technology) to reach different learning styles. Assign earth and science modular projects and activities.	1a.1. Multi-Tiered System of Supports/ Response to Intervention- MTSS/RTI Team	1a.1. Weekly Grade Level and Science department discussions and meetings to review data. Weekly, Monitor classroom assignments and assessments that target application of skills taught. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Review lesson plans to ensure progress is being made and adjust instruction as needed. Review Science Unit Tests to ensure progress is being made and adjust instruction as needed. Review Science Pacing Guide to ensure progress is being made and adjust instruction as needed. Implement Science journals Utilize Science term or word wall terms/pictorial representation. Provide Professional Learning	1a.1. Formative: Biweekly assessments and District Assessment Summative: Results from the 2013 FCAT 2.0 Science assessment

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

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

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 2012 Science FCAT 2.0 indicates that 15% of students scored above proficiency. The students scoring above proficiency for the 2013 FCAT will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (14)	16% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. The area of deficiency is Physical Science.</p> <p>Additional support and materials are required to develop individual projects and assist students in making real life connections.</p> <p>Additional science lab time is required for students to utilize hands on learning experiences.</p>	<p>2a.1. Provide additional time for all students in the rotational science lab on a weekly basis.</p> <p>Provide enrichment opportunities for students to design and create science fair projects to increase scientific thinking by having hands on science labs.</p> <p>Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking and reading science.</p>	<p>2a.1. Multi-Tiered System of Supports/ Response to Intervention- MTSS/RTI Team</p>	<p>2a.1. Elementary Science Fair</p> <p>FCAT EXPLORER</p> <p>Utilization of science concepts in the reading block.</p> <p>Utilize Gizmos and other computer assisted programs.</p> <p>Science Unit Tests Weekly Grade Level and Science department discussions and meetings to review data.</p> <p>Weekly, Monitor classroom assignments and assessments that target application of skills taught.</p> <p>Review assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Review lesson plans to</p>	<p>2a.1. Formative: Biweekly assessments and District Assessment</p> <p>Summative: Results from the 2013 FCAT 2.0 Science assessment</p>

				ensure progress is being made and adjust instruction as needed.	
				Implement Science journals	
				Provide Professional Learning	

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
Best Practices in Science	3rd-5th	PD Facilitator Science Liaison	3rd-5th	1/9/2013 3/6/2013	Classroom visitations	Principal Assistant Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the 2012 Writing FCAT 2.0 indicate 95% of the students achieved above proficiency. Our goal for the 2012-2013 school year is to have at least 96% of the students score at proficiency level.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (121)	95% (121)

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 areas of deficiency will be the need to increase focus on lessons reinforcing: Focus Organization Support Conventions	1a.1. Students will provide written narrative and expository papers that demonstrate: Focus: clearly presenting and maintaining a main idea, theme, or unifying point. Organization: developing (beginning, middle, and end) and the relationship of one point to another with transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point and the connections between and among sentences. Support explaining, clarifying, or defining, to include, word choice, specificity, depth, credibility, and thoroughness.	1a.1 Multi-Tiered System of Supports/ Response to Intervention-MTSS/RTI Team Assistant Principal.	1a.1. Rubrics will be utilized during classroom instruction that support the scoring guidelines or criteria used to evaluate FCAT Writing essays.	1a.1. The FCAT Writing2.0 rubric will define what is required for each possible score point. Teachers will secure and maintain data of their students' expository and narrative writings on a monthly basis and report their finding to administration.

	Conventions addressing punctuation, capitalization, spelling, and sentence structure.		
	Parent workshops will provide families insights to support student successes.		

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
Writing Across the Curriculum Smart board workshops Lesson Study	4th and 5th	PD Facilitator Grade Chairs	4th grade Reading, Language Arts teachers and 5th grade Math, Science teachers.	11/6/12 Weekly department meetings and second monthly faculty PD meeting.	Analysis of data from monthly writing prompts.	Principal Assistant 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:		Based upon the 2010-2011 daily attendance the average daily attendance rate 97.52%. Our goal for the 2011-2012 school year is to increase by .5 percentage points.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
97.52 (697)		97.72 (697)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
122		116			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
54		51			
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 do not understand the importance of being on time. Some parents fail to submit notes to excuse student absences. Early intervention is required to prevent an increase	1.1. Identify and target students with previous excess absences and tardies based on the 2012 Truancy Reports. Place students on attendance intervention and monitor.	1.1. Registrar/Attendance Clerk Assistant Principal School Social Worker School Counselor	1.1. Daily review of attendance rate and ongoing quarterly review of attendance data.	1.1. Daily percentage of overall student data. Attendance Bulletin District Truancy Reports

of absences and tardies				
-------------------------	--	--	--	--

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The 2011-2012 suspension rate was 3 outdoor suspensions and 0 indoor suspensions. Our goal is to decrease the number of outdoor suspensions to zero.
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
3	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of the Student Code of Conduct	<p>1.1. Student participation in grades K-5 Discipline Assemblies.</p> <p>Students at the last quarter of the school year require a review of the Student Code of conduct.</p>	1.1. Principal Assistant Principal School Counselor	1.1. Monitor monthly referrals	1.1. Referrals/Reports via Cognos

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-12 school year, parent participation in overall school wide activities was 60% of total school enrollment. as indicated by volunteer sign-in sheets. Our goal for the 2012-2013 school year is to increase parent participation by 3%, from 60 to 63%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60%	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
1	Parents' inability to attend evening/day workshops due to work schedule	1.1. Provide multiple opportunities for parents to attend events during and after school hours. Provide online academic resources through the school website.	1.1. Administration	1.1. Review sign in sheets 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
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:		Participate in the Fairchild Challenge that takes place over the course of the school year. Our overall goal is to engage as many students, teachers and parents as possible while empowering a diverse , new generation of scientist, researchers, and environmentally minded citizens.			
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. Meeting deadline dates that overlap with magnet curriculum.	1.1. Encourage as many students and teachers as possible to participate in the program and attempt	1.1. Green Team	1.1. Monthly meetings with Green Team / Fairchild Challenge Committee to review and discuss activities.	1.1. Entry projects and results.

1		the various challenges. Refer to the Fairchild Garden monthly newsletter for important information about the program. Monitor program requirements. Work with the school media center to help publicize the Fairchild Challenge activities and results. Teachers attend professional development workshops.		Meet with curriculum chairperson to review concerns about the Fairchild Challenge. Monitor program deadlines	
---	--	---	--	--	--

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
Fairchild Tropical Art Workshop	K-5	Fairchild liason	K-5 Teachers	9/8/12 10/13/12	Meeting with the Green Team/ Fairchild Challenge Committee	Green Team

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
Reading	After School Tutorial Program 3rd-5th grade	Tutorial Program Hourly Teachers	Community School Hourly	\$2,000.00
Mathematics	Differentiated Instruction during the mathematics block	Additional Go Math Grab and Go Manipulative Kits for Grade 4 and 5	Discretionary Funds	\$3,000.00
				Subtotal: \$5,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide students with an opportunity to read and complete online comprehension assessment to enrich and remediate reading comprehension skills.	Purchase the Renaissance Learning Accelerated Reader Program	EESAC	\$2,800.00
				Subtotal: \$2,800.00
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: \$7,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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 10/14/2012)

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

Purchase the Renaissance Learning Accelerated Reader Program

\$2,800.00

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

EESAC activities will include developing and monitoring the implementation of the School Improvement Plan. In addition, to make decisions which affect instruction and delivery of programs; to work together with the faculty and staff to improve student achievement.

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 AIR BASE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	86%	97%	69%	345	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	73%	62%			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?	75% (YES)	51% (YES)			126	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					606	
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 AIR BASE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	86%	99%	65%	343	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	75%	67%			142	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?	72% (YES)	66% (YES)			138	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					623	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested