

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: MIAMI GARDENS ELEMENTARY SCHOOL

District Name: Dade

Principal: DR. APRYLE L. KIRNES

SAC Chair: CARMEN SMITH

Superintendent: ALBERTO M. CARVALHO

Date of School Board Approval: PENDING

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	DR. APRYLE L. KIRNES	Bachelor of Science, Public Administration, Florida A & M University; Master of Science, Educational Leadership, Nova Southeastern University; Certification, Educational Leadership, State of Florida, Nova Southeastern University ; Doctorate in Educational Leadership	3	13	12 11 10 09 08 School Grade B B C C C AYP NA N Y N HIGH STANDARDS RDG 49% 66% 71% 52% 40% HIGH STANDARDS MTH 57% 70% 77% 62% 54% LNG. GAINS RDG. 70% 63% 66% 58% 50% LNG. GAINS MTH. 84% 64% 58% 74% 59% GAINS- RDG- 25% 73% 50% 57% 70% 60% GAINS- MATH-25% 87% 68% 47% 77% 73%
		Bachelor of Science, Elementary Education,			

Assis Principal	MRS. ALICIA M. COSTA-DEVITO	Florida International University; Master of Science, Elementary Education, Nova Southeastern University; Certification, Educational Leadership, Nova Southeastern University; ELL Endorsement; Participant in the Florida Turnaround Leaders Program	8	16	'12 '11 '10 '09 '08 School Grade B B C B B AYP NA N N N Y High Standards Rdg. 49% 66% 71% 70% 68% High Standards Math 57% 70% 77% 70% 61% Lrng Gains-Rdg. 70% 63% 66% 62% 62% LGains-Math 84% 64% 58% 61% 78% Gains-Rdg-25% 73% 50% 57% 60% 57% Gains-Math-25% 87% 68% 47% 80% 73%
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
READING AND WRITING	ROBIN COS	Bachelor of Science, Criminal Justice, Florida International University; Master of Science, Reading, Florida International University; Certified in: Reading K-12, Elementary Education 1-6, Primary Education K-3, Sociology 6-12, and ESOL endorsement	26	14	'12 '11 '10 '09 '08 School Grade B B C B B AYP NA N N N Y High Standards Rdg. 49% 66% 71% 70% 68% High Standards Math 57% 70% 77% 70% 61% Lrng Gains-Rdg. 70% 63% 66% 62% 62% Lrng Gains-Math 84% 64% 58% 61% 78% Gains-Rdg-25% 73% 50% 57% 60% 57% Gains-Math-25% 87% 68% 47% 80% 73%

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 opportunities in and out of the school-site	PRINCIPAL	ON-GOING	
2	2. Partner new/novice teachers with veteran staff members.	PRINCIPAL	ONGOING	
3	3. Encourage teachers to participate in graduate degree programs and begin attaining National Board Certification	PRINCIPAL; ASSISTANT PRINCIPAL	ON-GOING	
4	4. Provide mentoring to teachers who are in the process of pursuing a degree in Educational Leadership, by involving them in extra-curricular opportunities that further develop this area.	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 (0%)	1. TEACHERS ARE PROVIDED WITH INFORMATION ON COURSES THAT WILL ASSIST THEM IN BECOMING HIGHLY QUALIFIED.

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
23	0.0%(0)	17.4%(4)	65.2%(15)	17.4%(4)	47.8%(11)	100.0%(23)	17.4%(4)	8.7%(2)	78.3%(18)

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
N/A			

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

Miami Gardens Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participation in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the

following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents. Other components that are integrated into the school-wide program include a Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and delinquent students.

Title I, Part C- Migrant

Miami Gardens Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning services by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ELL
- Training for substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-5)
- Parent outreach activities
- Behavioral/mental counseling services
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading, mathematics, and science is purchased for schools to be used by ELL students.

Title X- Homeless

Miami Gardens Elementary participates in the Homeless Assistance Program. The Homeless Assistance Programs seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children and Youth Program, assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students, and for school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are instead provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign throughout the schools. Each school is provided a video and curriculum manual. A contest is sponsored by the Homeless Trust, a community organization

Supplemental Academic Instruction (SAI)

Miami Gardens Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Miami Gardens Elementary participates in the Safe and Drug Free Schools Program. This program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors. In addition, the school social worker presented a series of lessons regarding bullying to students.

Nutrition Programs

Miami Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through the physical education program. Miami Gardens Elementary School's Food Service Program, school breakfast, lunch, as well as after-care snacks, follows the Healthy Food and Beverage guidelines adopted in the District's Wellness Program.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our School

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

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI/MTSS is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. RtI/MTSS leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) who will ensure commitment and allocate resources;

Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving.

Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as

- School reading and math specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Speech / Language Pathologist

3. RtI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI/MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an on-going evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI/MTSS four-step problem solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI/MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn?
 - What progress is expected at each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned?
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings on a bi-weekly basis to use the four-step problem solving process as the basis for goal setting, planning and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as, updating them on all procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist in monitoring and responding to needs of subgroups within the expectations for meeting Annual Measureable Objectives.

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

1. The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS Leadership Team will provide levels of support and interventions to students based on data.
4. The MTSS Leadership Team will consider data at the end of year Tier 1 problem solving

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students.
- Adjust the delivery of behavior management system.
- Adjust the allocation of school-based resources.
- Drive decisions regarding targeted professional development.
- Create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

Academic

- FAIR Assessment (through the PMRN)
- Interim Assessments (through Edusoft)
- State/Local Math and Science Assessments

• FCAT

• Student Grades

• School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the RtI/MTSS problem solving at Tiers 1, 2, and 3, using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet and Tier 3 Problem Solving Worksheet and Intervention Plan.
2. Providing support for school staff to understand basic RtI/MTSS principles and procedures;
3. Provide a network of ongoing support for RtI/MTSS organized through feeder patterns.

Describe the plan to support MTSS.

1. EFFECTIVE, ACTIVELY INVOLVED, AND RESOLUTE LEADERSHIP THAT FREQUENTLY PROVIDES VISIBLE CONNECTIONS BETWEEN A MTSS FRAMEWORK WITH DISTRICT AND SCHOOL MISSION STATEMENTS AND ORGANIZATIONAL IMPROVEMENT EFFORTS.
2. ALIGNMENT OF POLICIES AND PROCEDURES ACROSS CLASSROOM, GRADE, BUILDING, DISTRICT AND STATE LEVELS.
3. ONGOING EFFICIENT FACILITATION AND ACCURATE USE OF A PROBLEM SOLVING PROCESS TO SUPPORT PLANNING, IMPLEMENTING, AND EVALUATING EFFECTIVENESS OF SERVICES.
4. STRONG, POSITIVE, AND ONGOING COLLABORATIVE PARTNERSHIPS WITH ALL STAKEHOLDERS WHO PROVIDE EDUCATION SERVICES OR WHO OTHERWISE WOULD BENEFIT FROM INCREASES IN STUDENT OUTCOMES.
5. COMPREHENSIVE, EFFICIENT, AND USER FRIENDLY DATA SYSTEMS FOR SUPPORTING DECISION-MAKING AT ALL LEVELS FROM THE INDIVIDUAL STUDENT LEVEL UP TO THE AGGREGATE DISTRICT LEVEL.
6. SUFFICIENT AVAILABILITY OF COACHING SUPPORTS TO ASSIST SCHOOL TEAM AND STAFF PROBLEM-SOLVING EFFORTS.
7. ONGOING DATA-DRIVEN PROFESSIONAL DEVELOPMENT ACTIVITIES THAT ALIGN TO CORE STUDENT GOALS AND STAFF NEEDS.
8. COMMUNICATING OUTCOMES WITH STAKEHOLDERS AND CELEBRATING SUCCESS FREQUENTLY.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Apryle L. Kirnes, Principal and Ms. Alicia Costa-Devito, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI/MTSS, conducts assessment of RtI/MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI/MTSS implementation, and communicate with parents regarding school-based RtI/MTSS plans and activities.

Ms. Carmen Smith (Media Specialist), Ms. Susan Gonzalez (ELL Teacher), Ms. Linda Jolicoeur (Mathematics Teacher), Ms. Vanessa Robinson (Content Teacher), Ms. Sonia Hodge (SPED Teacher), Ms. Valerie Allen (Math Liaison): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other

staff members to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Ms. Sonia Hodge (SPED Teacher): participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Ms. Robin Cos (Reading Coach): The reading/writing coach develops leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies. Additionally, she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk", as well as the design and implementation of progress monitoring, data collection, and data analysis. The coach participates in the design and delivery of professional developments and provides support for assessment and implementation monitoring

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. The RLT maintains a connection to the school's Response to Intervention process by using the RtI/MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The major initiative is to ensure that teachers are exposing students to rigorous reading instruction by incorporating questioning at higher levels of the DOK wheel. The Reading Coach will prepare PD's to assist teachers in analyzing the "true" meaning of rigor, analyzing plans to ensure that there is alignment between the learner outcome, the activities and the assessments. The LLT will be an integral component of common planning blocks.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

At Miami Gardens Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Areas of assessment for all students include Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skills development and the academic school readiness of incoming students. Florida Assessments for Instruction in Reading (FAIR) will be administered three times during the course of the school year to ascertain phonemic awareness skills, phonological awareness, and listening comprehension.

Initial screening data will be collected and aggregated as soon as the testing window is determined by the Florida Center for Reading Research (FCRR). Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individually students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by the screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains and if any changes in the instructional/intervention programs are necessary

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal # 1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 24% 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 points to 27 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (35)	27% (40)

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 2.0 Reading Assessment was Reporting Category 2, Reading Application. The students are in need of additional support to utilize critical thinking strategies needed to formulate comparisons within and across text.	Utilize articles from "Time for Kids" magazine, in conjunction with Reciprocal Teaching strategies and the FCAT 2.0 Task Cards associated with Reading Application, particularly compare and contrast, to improve student proficiency in this category.	Administration, Reading Coach and Literacy Leadership Team (LLT)	1 Following the FCIM model, the reading coach and teachers will review weekly assessment data and adjust instruction as necessary. The LLT team will review data monthly and make recommendations based on needs	Formative: FAIR, weekly teacher generated assessments, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 24 % of students achieved at or above Achievement Levels 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4 or 5 by 2 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (36)	26% (38)

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 administration of the 2012 FCAT 2.0 Reading Assessment was Reporting Category 3, Literary Analysis. The students are in need of additional support to identify story elements, particularly character developmen	Align instruction to provide grade level appropriate material suggested by the district. Use "Making the Grade" with NGSSS to select graphic organizers as an instructional tool.	Administration, Reading Coach and Literacy Leadership Team (LLT)	Following the FCIM model, the reading coach and teachers will review weekly assessment data and adjust instruction as necessary. The LLT team will review data monthly and make recommendations based on the needs of the students.	Formative: FAIR, weekly teacher generatec assessments, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

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 FCAT 2.0 Reading Test indicate that 70% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 75%/
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2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (63)	75% (68)

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 administration of the 2012 FCAT 2.0 Reading Assessment was Reporting Category 3, Literary Analysis. The students are in need of additional support to identify story elements, particularly character development	Students will participate in the "Successmaker" program daily to improve comprehension of the benchmarks included in the Literary Analysis category.	Administration Media Specialist	Following the FCIM model, the media specialist and teachers will review weekly assessment data and adjust instruction as necessary. The LLT team will review data monthly and make recommendations based on needs	Formative: Analysis of "Successmaker" Report Recognize students for meeting different level of success. Summative: 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

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 2011-2012 FCAT 2.0 Reading Test indicate that 73% of students, in the lowest 25%, made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%	78%

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading assessment, are Reporting Categories 2 and 3, Reading Application and Literary Analysis. Students are in need of additional support in reciprocal teaching strategies to assist in their comprehension of skills under the Reading Application and Vocabulary categories.	Select students who scored in the lowest 25% and use the "Soar to Success" program for 90 minutes weekly. The main components of this program are: <ul style="list-style-type: none"> • Clarifying • Predicting • Questioning • Summarizing 	Literacy Leadership Team ; Administration , Reading Coach	Following the FCIM model, the Literacy Leadership Team and Administration will review bi-weekly assessment data and adjust instruction as necessary. The LLT team will review data monthly and make recommendations based on needs.	Formative: Interim Assessments Oral Reading Inventories Oral Story Retellings Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # OUR GOAL FROM 2011-2017 IS TO REDUCE THE PERCENT OF NON-PROFICIENT STUDENTS BY 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of students in the Black subgroup achieved proficiency. Our goal is to increase the student proficiency of this subgroup by 7 percentage points to _50_%. Additionally, 51% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency of this subgroup by 7 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (22) ; Hispanic: 51% (47)	Black: 50% (26); Hispanic: 58% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading assessment, are Reporting Categories 2 and 3, Reading	Identify students in the Black and Hispanic subgroups and provide differentiated instruction using "Time for Kids" in conjunction with the FCAT 2.0 task cards for	Administration Reading Coach	Following the FCIM model, the Literacy Leadership Team and Administration will review bi-weekly assessment data and adjust instruction as necessary.	Summative: Bi-weekly teacher generated assessments, Interim Assessments, and Successmaker

1	Application and Literary Analysis. Students are in need of additional support in reciprocal teaching strategies to assist in their comprehension of skills under the Reading Application and Vocabulary categories.	the Literary Analysis and Vocabulary categories. Along with the differentiated instruction provided by the teacher, students will participate in additional sessions of Success Maker to improve phonics, fluency, vocabulary, and comprehension.	The LLT team will review data monthly and make recommendations based on needs	reports Formative: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 33% of students who are English Language Learners achieved proficiency. Our goal is to increase student proficiency of this group of students by 9 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (12)	42% (16)

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 for ELL students, as reported by the 2012 administration of the FCAT 2.0 Reading Assessment, is Category 1, Vocabulary. ELL students need support to increase a limited knowledge of Vocabulary.	Use the "Quick Reads" program to build vocabulary knowledge and increase fluency	Literacy Leadership Team; Administration	Following the FCIM model, the Literacy Leadership Team and Administration will review bi-weekly assessment data and adjust instruction as necessary. The LLT team will review data monthly and make recommendations based on needs. Students' reading will be times on a weekly basis and progress will be charted.	1. Formative: "Quick Reads" fluency charts, FAIR, Interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 48% of Economically Disadvantaged students achieved proficiency. Our goal is to increase student proficiency in this group by 6 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (68)	54% (76)

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 areas of deficiency for the Economically Disadvantaged, as noted by the 2012 administration of the FCAT 2.0 Reading Assessment are Reporting Categories 1 and 3, Vocabulary and Literary Analysis. Students need additional support to increase their vocabulary and comprehension of plot and character development.	Identified students will complete additional sessions of the Successmaker Program, at least three times per week, to increase proficiency in the Literary Analysis and Vocabulary categories (This is in addition to daily participation of at least 15 minutes in the program).	Administration; Media Specialist	Following the FCIM model, the media specialist and teachers will review weekly assessment data and adjust instruction as necessary. The LLT team will review data monthly and make recommendations based on needs.	Summative: Successmaker Reports; Interim Assessments Formative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching Strategies	K-5 Reading and Content	Reading Coach	Reading Teachers in Grades K-5	October 17 & 24, 2012	Administrators and reading coach will visit classrooms to monitor usage of reciprocal teaching strategies	Administrators
Using Data to Make Instructional Decisions	K-5	reading Coach	School-wide	After each FAIR testing period and following each Interim Assessment- August 2012, October 2012, December 2012	Participation in data chats, instructional focus calendars and lesson plans	Administrators
					Common Core Standards Grades 2-5 Teachers who participated in the summer	

Common Core	K-5	Teachers who were trained in Common Core in the summer of 2012	School-wide	February 1, 2013	Common Core Training Teachers in Grades 2-5 February 1, 2013 Administrators will conduct classroom walkthroughs to ensure Common Core Standards are being infused in the curriculum.	Administrators
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
5C- Increase/ Enrich student vocabulary	Elements of Reading Vocabulary	Title I Budget	\$1,500.00
Use Time for Kids in conjunction with reciprocal teaching strategies	Time for Kids	Title I Budget	\$1,000.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

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 35% (27) students scored in the proficient level in the Listening and Speaking section. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels on the Listening and Speaking section.
2012 Current Percent of Students Proficient in listening/speaking:	
35% (27)	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The ELL learners need additional support in vocabulary development.	Use, with fidelity, materials from the Houghton Mifflin Reading Program that support ELL students.	Administrators	Classroom Observations by Reading Coach and Administrators. Results from observations will be used to guide instruction	Teachers and administrators observations, Summative: 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 23% (18) students scored in the proficient level in the Reading section. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels on the Reading section.
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2012 Current Percent of Students Proficient in reading:

23% (18)

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	Reading Comprehension is a major obstacle for ELL learners.	Students will participate daily in Success Maker at their levels of comprehension.	Administrators	Review of monthly progress reports. Reports will be used by teachers and media specialist to monitor reading gains and provide remediation on areas of weaknesses	District Interim Assessments, 2013 FCAT 2.0 Reading, Successmaker reports Summative: 2013 CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment indicate that 26% (21) students scored in the proficient level in the Writing section. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels on the Writing section
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2012 Current Percent of Students Proficient in writing:

26% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL learners have difficulty with written expression, due to	Use Interactive Word Walls to provide reference support for	Administration	Classroom Observations and reviews of writing samples by Reading	Formative: Writing Samples; student journals

1	limited vocabulary, which is needed to construct simple sentences.	students during their writing. Use Word Banks/ Vocabulary Notebooks daily with students in Grades 4&5		Coach and Administrators. Teachers will use students' sample and/or students' journals to assess students' vocabulary development and to tailor instruction	Summative: 2013 FCAT 2.0 Writing Assessment; 2013 CELLA
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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
Students will participate in Title III tutorials before and after school.	Hourly Teachers to provide services either before or after school hours.	Title III Grant	\$2,600.00
			Subtotal: \$2,600.00
			Grand Total: \$2,600.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 29% (43) 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 2 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (43)	31% (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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grade 3 was Number: Fractions. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Utilize the Acaletics Program, whereby students are able to practice the tested benchmarks on a daily basis.	Administrators; Math Leader	Classroom Walkthroughs, the Leadership Team will review monthly student data reports to ensure ongoing progress. Teachers will maintain a data binder in the classroom to ensure the progress of the students using reports from the district interim assessment. The data from the Acaletics program will indicate the areas requiring additional reinforcement.	Formative: Student work samples, Successmaker Reports, District Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grade 4 was Number: Operations & Problems This deficiency is due to limited use of manipulatives.	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Administrators; Math Leader	Classroom Walkthroughs, the Leadership Team will review monthly student data reports to ensure ongoing progress. Teachers will maintain a data binder in the classroom to ensure the progress of the students using reports from the district interim assessment.	Formative: Student work samples, District Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grade 5 was Geometry and Measurement This deficiency is due to limited opportunities for exploration in the areas of geometry and measurement	Engage students in web-based activities, such as: Gizmos, Riverdeep, and the National Library of Virtual Manipulatives, that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	Administrators, Math Leader	Classroom Walkthroughs, the Leadership Team will review monthly student data reports to ensure ongoing progress. Teachers will maintain a data binder in the classroom to ensure the progress of the students using reports from the district interim assessment.	Formative: Student work samples, web-based resource data; District Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

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 assessment indicate that 29% (43) of students achieved Level 4 and 5. Our goal for the 2012-2013 school year is to maintain or increase the percentage of students achieving Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (42)	29% (43)

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 2.0 Mathematics test in grade 3 was Number: Fractions. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Incorporate the use of the Math Task card for fractions to expose students to the higher order thinking strategies necessary to develop the understanding of fraction concepts.	Leadership Team; Administration, Math Leader	Classroom Walkthroughs, the Leadership Team will review monthly student data reports to ensure ongoing progress. Teachers will maintain a data binder in the classroom to ensure the progress of the students using reports from the district interim assessment	Formative: Student work samples, District Interim Assessment Summative: Results from 2013 FCAT 2.0 Math Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grade 4 was Number: Operations & Problems This deficiency is due to limited classroom	Incorporate the use of the Math Task card for number operations to expose students to the higher order thinking strategies necessary to develop the understanding of operations concepts	Leadership Team; Administration, Math Leader	Classroom Walkthroughs, the Leadership Team will review monthly student data reports to ensure ongoing progress. Teachers will maintain a data binder in the classroom to ensure the progress of the students using reports from the	Formative: Student work samples, District Interim Assessment Summative: Results from 2013 FCAT 2.0 Math Assessment

	opportunities to develop exploration and inquiry activities.			district interim assessment	
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grade 5 was Geometry and Measurement This deficiency is due to limited opportunities for exploration in the areas of geometry and measurement	Incorporate the use of the Math Task card for number operations to expose students to the higher order thinking strategies necessary to develop the understanding of operations concepts.	Leadership Team; Administration, Math Leader	Classroom Walkthroughs, the Leadership Team will review monthly student data reports to ensure ongoing progress. Teachers will maintain a data binder in the classroom to ensure the progress of the students using reports from the district interim assessment	Formative: Student work samples, District Interim Assessment Summative: Results from 2013 FCAT 2.0 Math Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

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 assessment indicate that 84% (76) 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 to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (76)	89% (80)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics	Daily utilization of the Acaletics program to assist students in additional and repeated	Leadership Team; Administration, Math Leader	Conduct frequent classroom walkthroughs during math to ensure the daily usage of	Formative: Acaletics Assessments District Interim

1	<p>Test in Grade 3 was Number: Fractions.</p> <p>This deficiency is due to limited classroom opportunities to practice said benchmark</p>	<p>practice and exposure to tested benchmarks.</p>		<p>Acaletics materials. Analyze Acaletics assessments to determine those areas that need additional review.</p>	<p>Assessments</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment</p>
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in Grade 4 was Number: Operations and Problems.</p> <p>This deficiency is due to limited classroom opportunities to practice said benchmark.</p>	<p>Daily utilization of the Acaletics program to assist students in additional and repeated practice and exposure to tested benchmarks.</p>	<p>Leadership Team; Administration, Math Leader</p>	<p>Conduct frequent classroom walkthroughs during math to ensure the daily usage of Acaletics materials. Analyze Acaletics assessments to determine those areas that need additional review</p>	<p>Formative: Acaletics Assessments District Interim Assessments</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment</p>
3	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in Grade 5 was Geometry and Measurement.</p> <p>This deficiency is due to limited classroom opportunities to practice said benchmark.</p>	<p>Daily utilization of the Acaletics program to assist students in additional and repeated practice and exposure to tested benchmarks.</p>	<p>Leadership Team; Administration, Math Leader</p>	<p>Conduct frequent classroom walkthroughs during math to ensure the daily usage of Acaletics materials. Analyze Acaletics assessments to determine those areas that need additional review.</p>	<p>Formative: Acaletics Assessments District Interim Assessments</p> <p>Summative: Results from 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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>NOT APPLICABLE</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>NOT APPLICABLE</p>	<p>NOT APPLICABLE</p>

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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 87% of students in the lowest 25% made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 92%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

87%					92%
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in Grade 3 was Number: Fractions. This deficiency is due to limited classroom opportunities to practice said benchmark.	Identify the students in the lowest 25% early in the school year to incorporate small group intervention by the utilization of the remedial/intensive materials provided with the Go Math Program	Leadership Team; Administration, Math Leader	Leadership Team and Math Leader will review bi-weekly and monthly data assessment reports to ensure the ongoing progress of targeted students and modify instruction as needed	Formative: Student work samples, bi-weekly assessments District Interim Assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in Grade 4 was Number: Operations and Problems. This deficiency is due to limited classroom opportunities to practice said benchmark.	Identify the students in the lowest 25% early in the school year to incorporate small group intervention by the utilization of the remedial/intensive materials provided with the Go Math Program.	Leadership Team; Administration, Math Leader	Leadership Team and Math Leader will review bi-weekly and monthly data assessment reports to ensure the ongoing progress of targeted students and modify instruction as needed	Formative: Student work samples, bi-weekly assessments District Interim Assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in Grade 5 was Geometry and Measurement. This deficiency is due to limited classroom opportunities to practice said benchmark.	. Identify the students in the lowest 25% early in the school year to incorporate small group intervention by the utilization of the remedial/intensive materials provided with the Go Math Program	Leadership Team; Administration, Math Leader	Leadership Team and Math Leader will review bi-weekly and monthly data assessment reports to ensure the ongoing progress of targeted students and modify instruction as needed.	Formative: Student work samples, bi-weekly assessments District Interim Assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	OUR GOAL FROM 2011-2017 IS TO REDUCE THE PERCENT OF NON-PROFICIENT STUDENTS BY 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 45 % of students in the Black subgroup achieved proficiency. Our goal is to increase the student proficiency of this subgroup by 7 percentage points to 52%. Additionally, ___% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by ___ percentage points to ___%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (23)	52% (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	Based on the results of the FCAT 2.0 Math Assessment, students lack the skills necessary in order to solve mathematical problems at an abstract level.	Students will use web-based instructional programs that include visual stimulus to develop students' comprehension of mathematical concepts. Programs utilized will be GIZMOs, Riverdeep, Successmaker Math, and FCAT 2.0 Explorer	Administration, Leadership Team, Math Leader	Reports generated from the web-based resources will be analyzed by Administrators and the Leadership team to determine the effectiveness of the interventions and if additional review is needed for specific skills.	Formative: Report generated from web-based programs District Interim Assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 49% of students in the English Language Learner subgroup made satisfactory progress. Our goal is to increase student progress in this subgroup by 6 percentage points to 55%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (18)	55% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FACT 2012 Mathematics Assessments, ELL students require additional time to master benchmarks due to the intensive mathematical vocabulary involved.	ELL students will be targeted for the Title III Tutorial Services that will be provided both before and after school	Administrators	The Leadership Team will review the Title III Attendance Roster to ensure that students are participating on a regular basis.	Formative: Title II Participation Log District Interim Assessment Results from 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 57% of students, in the economically disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase percentage of E.D. students achieving proficiency by 4 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (80)	61% (86)

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	Based on the data from the FCAT 2.0 Math assessment, students in this subgroup have limited access to a variety of resources and assistance outside of the school setting, thus requiring additional time to master the concepts.	These students will receive intensive remediation during the Teacher led center in the math period. Assistance will be given based on area of weakness as evidenced on assessments and classwork.	Administrators	While conducting classroom walkthroughs, administrators will ensure that students are participating in small group instruction by verifying the work in student folders, lesson plans and classroom rotation schedule.	Formative: Review Differentiated Instruction in student work folders. District Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS- Enhance visual understanding	Grades 3-5	Math Leader	Grade 3-5 Math Teachers	November 6, 2012	Walkthroughs to ensure usage of the program; review GIZMO usage report on a monthly basis.	Administrators

Utilizing Math Task Cards for Big Ideas	Grades K-5	Math Leader	Grade K-5 Math Teachers	November 6, 2012	Conduct classroom walkthroughs to ensure that Math Task Cards are utilized.	Administrators
Review of mathematics data from baseline, fall and Winter Assessment and identify areas for improvement and enrichment.	Grades 3-5	Math Leader	Grades 3-5 Math Teachers	September 12, 2012	Review of Interim Assessments	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Give the students an opportunity to practice the tested benchmarks on a daily basis	Acaletics Supplemental Materials	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 27% (16) of the 5th Grade Students achieved proficiency (FCAT 2.0 Level 3). The goal for the 2013 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT 2.0 Level 3) by 5 percentage points to 32% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (16)	32% (19)
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 areas where students experience the most difficulty is in the following categories: Category 1- Nature of Science and Category 3- Physical Science. Enrichment activities were limited to support and develop independent projects.	Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate and implement instructional strategies to increase rigor through inquiry based learning. Students will participate in hands-on inquiry based learning opportunities derived from science text, as well as, from GIZMOS.	Leadership Team; Administration	Data from school-based assessments and District Interims will be analyzed monthly by administration and teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as deemed necessary.	Formative: School developed and District Interim Assessments Summative: Science FCAT 2.0 2013

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:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 3% (2) of 5th grade students achieved above proficiency levels (FCAT 2.0 Levels 4 and 5). The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th grade students achieving above proficiency (FCAT 2.0 Levels 4 and 5) by 2 percentage points to 5% (3)
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (2)	5% (3)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The areas where students experience them most difficulty are: Physical Science and Earth/Space Science. Enrichment activities were limited to support and develop independent projects.	Target the top 45% of students based on the Baseline Assessment administered at the beginning of the year. Selected students will be provided with a variety of hands-on inquiry based learning opportunities to analyze, draw appropriate conclusions and apply key instructional concepts. Ensure that instruction includes teacher-demonstrated as well as student centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion.	Administration	Data from school-based assessments and District Interims will be analyzed monthly by administration and teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as deemed necessary	Formative: Interim Assessments Participation in District Science Fair Summative: 2013 Science FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NOT APPLICABLE			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NOT APPLICABLE	NOT APPLICABLE			
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
Scientific						

Thinking- to provide additional practice with hands-on experiences	Grades K-5	Science Leader	Science Teachers in Grades K-5	November 6, 2012	Focused Classroom Walkthroughs	Administration
GIZMOS- provide students an opportunity for visual representation	Grades 3-5	Science Leader	Science Teachers in Grades 3-5	December 5, 2012	Focused Classroom Walkthroughs	Administration

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.		The results of the 2012 FCAT 2.0 Writing Assessment indicate that 68% (26) students achieved at Level 3.0 and higher in writing.			
Writing Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3.0 and higher by 4 percentage points to 72%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
68% (26)		72% (27)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	The area of deficiency for fourth grade students, as noted by the administration of FCAT 2.0 Writing Assessment was use of English conventions. Students lack ability to create first drafts using appropriate spelling and conventions of English due to limited opportunities for grammar instruction.	Use revising/editing chart, journals, and student/teacher conferences to check for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Emphasis will be given to support elements of both types of writing (narrative and expository). Teachers will conduct conferences with students to provide feedback on areas of strengths and weaknesses	Administration, Literacy Leadership Team	Focused classroom walkthroughs ensuring that students are participating in the revision process. Additionally, writing samples will be analyzed by administrators and LLT to determine specific areas requiring reinforcement.	Summative: Student Journals Writing Assessments Interim Assessments Formative: 2013 FCAT 2.0 Writing Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NOT APPLICABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE	NOT APPLICABLE

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
Utilizing the Anchor Paper Sets to Guide Writing Instruction	4th Grade teachers	District Curriculum Support Specialists	4th Grade teachers	October 2-3, 2012 and November 6, 2012	Focused Classroom Walkthroughs; evidence in student work folders	Administrators

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Our goal for this year is to increase attendance to 95.69% by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.			
Attendance Goal #1:		Our second goal is to decrease the number of students with excessive absences (10 or more) from 112 to 106 and excessive tardiness (10 or more) from 70 to 67.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.19% (329)		95.69% (331)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
112		106			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
70		67			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1 Students and parents lack the knowledge of the district attendance policy	Review attendance guidelines, procedures and school calendar with parents at Open House; Connect Ed messages and individual contacts and reward students with consistent school attendance	Administrators Community Involvement Specialist	Weekly updates to Assistant Principal by the Attendance Clerk.	Attendance rosters
2	Students and parents lack the knowledge of the district attendance policy.	Review attendance bulletin on a daily basis and make contact with parent to inquire about absence.	Administrators; Community Involvement Specialist	Review the attendance bulletin on a daily basis.	Attendance Rosters
3	Students and parents lack the knowledge of the district attendance policy	Parents will be contacted via phone or letter to inform the parents of the importance of regular student attendance	3 Administrators, Community Involvement Specialist	Review the attendance bulletin and late arrival log	Attendance Rosters

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
District / School Attendance Procedures- to increase student attendance.	PK-5	Assistant Principal	All teachers, counselor, attendance clerk, and Community Involvement Specialist	August 16, 2012	An Attendance Committee will be developed to implement school-wide attendance program	Assistant Principal and members of the Attendance Committee

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
Reward students who have a positive pattern of attendance	Incentives	EESAC	\$500.00

and punctuality.

Subtotal: \$500.00

Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor and outdoor suspensions increased. There are not enough opportunities to learn about appropriately resolving conflicts.	Provide students with conflict resolution and anti-bullying lessons	Administrators, Counselor, Social Worker	Monitor report on student suspensions	Conflict resolution, anti-bullying lesson plans and class schedules
2	Students need to be recognized for positive behavior	Each teacher will nominate a student on a monthly basis for Student of the Month	Administrators, Counselor	Ensure that names are submitted on a monthly basis and monitor the number of referrals to the office due to behavior	Monthly suspension report. Student of the Month photographs will be displayed in bulletin board

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
Anti-Bullying/ Conflict Resolution- to increase positive behavior at the school site	PK-5	Counselor and Social Worker	Teachers in Grades K-5	November 6, 2012	Conduct classroom walkthroughs to monitor the classroom climate.	Administration

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
Recognize students for exhibiting positive behaviors	Incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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>	N/A Title I - See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Provide a liaison between the school and the parents to increase parental involvement.	Hourly Community Involvement Specialist	Title I	\$5,200.00
			Subtotal: \$5,200.00
			Grand Total: \$5,200.00

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:			All students in Grades K-5 will participate in the completion of a project to be entered in the school-wide Science Fair.		
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 need assistance understanding the scientific process in order to complete a science project.	Students will complete a science project by following the scientific process	Administration; Math/Science Liaison	Hands-on Science logs; Classroom Walkthroughs	Formative: Number of projects included in Science Fair Summative: 2013 FCAT 2.0 Science results

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
Exposing students to Scientific Process	K-5	Science Leader	K-5 Teachers	December 5, 2012	Classroom Walkthroughs	Administration

STEM Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	5C- Increase/ Enrich student vocabulary	Elements of Reading Vocabulary	Title I Budget	\$1,500.00
Reading	Use Time for Kids in conjunction with reciprocal teaching strategies	Time for Kids	Title I Budget	\$1,000.00
Mathematics	Give the students an opportunity to practice the tested benchmarks on a daily basis	Acaletics Supplemental Materials	Title I	\$1,000.00
				Subtotal: \$3,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Students will participate in Title III tutorials before and after school.	Hourly Teachers to provide services either before or after school hours.	Title III Grant	\$2,600.00
Attendance	Reward students who have a positive pattern of attendance and punctuality.	Incentives	EESAC	\$500.00
Suspension	Recognize students for exhibiting positive behaviors	Incentives	EESAC	\$500.00
Parent Involvement	Provide a liaison between the school and the parents to increase parental involvement.	Hourly Community Involvement Specialist	Title I	\$5,200.00
				Subtotal: \$8,800.00
				Grand Total: \$12,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives for behavior and attendance.	\$1,000.00

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

The Educational Excellence School Advisory Council will review the School Improvement Plan and make suggestions for improved student achievement. Additionally, the EESAC will discuss other school-student related issues as they arise throughout the year

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 MIAMI GARDENS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	70%	80%	35%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	64%			127	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?	50% (YES)	68% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI GARDENS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	77%	72%	37%	257	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	66%	58%			124	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?	57% (YES)	47% (NO)			104	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					485	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested