

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROCKWAY ELEMENTARY SCHOOL

District Name: Dade

Principal: Debbie F. Saumell

SAC Chair: Damaris Fernandez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	DEBBIE F. SAUMELL	E CHILD ED, ELEM ED, SCHOOL PRINCIPAL	11	16	'12 '11 '10 '09 '08 School Grade B A A A B AMO N N N N N High Standards Rdg. 67 87 84 84 78 High Standards Math 66 89 81 81 75 Lrng Gains-Rdg. 73 66 73 73 69 Lrng Gains-Math 54 73 76 76 56 Gains-Rdg-25% 63 63 66 66 69 Gains-Math-25% 57 84 80 80 48
Assis Principal	Marisol Lirio	BS ELEM ED, BA PSYCHOLOGY, MS ED	1	1	'12 '11 '10 '09 '08 School Grade A A A A A AMO N N N N N High Standards Rdg. 86 93 93 91 86 High Standards Math 90 97 93 88 89 Lrng Gains-Rdg. 90 84 83 80 79 Lrng Gains-Math 72 78 76 72 72 Gains-Rdg-25% 95 95 87 81 85 Gains-Math-25% 72 84 86 64 85

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide internships and field experience placement for college student teachers.	Clinical Education Qualified teachers	June 2013	
2	2. Provide professional development through teacher leaders.	PD Liaison	June 2013	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 – Out of field 0 – Non-Highly Effective Instructors	0

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
35	0.0%(0)	20.0%(7)	31.4%(11)	45.7%(16)	22.9%(8)	100.0%(35)	8.6%(3)	11.4%(4)	88.6%(31)

### 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	N/A	N/A	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

Rockway Elementary school provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (in-school tutoring and/or after-school tutoring). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Teacher leaders 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 needs while working with district & region personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include a Parent Resource Room and hourly personnel to assist with meeting the needs of each subgroup.

### Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

### Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District.

### Title II

N/A

### Title III

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

- Tutorial programs (K-5) after school.

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

### Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

### Supplemental Academic Instruction (SAI)

Rockway Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 retained students

### Violence Prevention Programs

Rockway Elementary offers the DARE Program, a non-violence and anti-drug program to fifth grade students with activities and counseling to promote citizenship and team building.

### Nutrition Programs

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

## Housing Programs

N/A

## Head Start

N/A

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

Rockway Elementary offers Health Connect in Our Schools (HCiOS) a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Rockway Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. MTSS/RTI 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 who share the common goal of improving instruction for all students; and
  - Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
  - Special Education Personnel
  - School Guidance Counselor
  - School Psychologist
  - School Social Worker
  - Member of Advisory Group
  - Community Stakeholders
3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student

needs. MTSS/RTI uses increasingly more intense instruction and interventions.

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

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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 Rockway Elementary School's Leadership Team to address how we can utilize the MTSS/RTI 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? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data

#### MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development
  - create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic

  - FAIR assessment
  - Interim assessments
  - Edusoft
  - State/Local Math and Science assessments
  - FCAT
  - Student grades
  - School site specific assessments

## Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- 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 MTSS/RtI problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns

Describe the plan to support MTSS.

Rockway Elementary will support MTSS/RtI by providing effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts. The alignment of policies and procedures across classroom, grade, building, district, and state levels and ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services. Within the school there will be strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes. 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. Ongoing data-driven professional development activities that align to core student goals and staff needs. The school will also communicate outcomes and successes with stakeholders.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Mrs. Saumell, our Principal, selects team members for the Literacy Leadership Team 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 team will meet approximately five times per year: at the beginning of the year, following each of the three interim assessments, and at the end of the year. School Literacy Leadership Teams may choose to meet more often. Additionally, Mrs. Saumell will look to personnel from various sources such as FLARE and Reading First professionals to join the Reading Leadership Team.

Mrs. Saumell will select the membership for the Literacy Leadership Team to include but not limited to the following members:

- Principal - Debbie Saumell
- Assistant Principal –Marisol Lirio
- EESAC Chairperson –Damaris Fernandez
- UTD Designated Steward –Yvette Perozo
- Media Specialist- Sharika Mitha-Ochoa
- ESE Teacher –Evey Schneider
- ESOL Teacher –Connie Hernandez
- Mentor Primary Grade Teacher - Yanick Lacroix
- Mentor Intermediate Grade Teacher – Yanick Lacroix
- Kindergarten Grade-level Chairperson –Alina Valdes
- First Grade-level Chairperson –Jessica Chavez
- Second Grade-level Chairperson –Marcy Zbik
- Third Grade-level Chairperson –Barbara Marchante
- Fourth Grade-level Chairperson –Yvette Perozo
- Fifth Grade-level Chairperson –Johanna Calderon

for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Rockway Elementary's Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. The Team will identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation.

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

Rockway Elementary's Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. The Team will identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

The Title I Program will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

In order to assist in the transition of Pre-k students into kindergarten Rockway Elementary School provides parents with the opportunity to visit our Kindergarten program and receive information or skills needed for a smooth transition. At Rockway Elementary all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of constructive instructional/intervention programs. Students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) composed of ECHOS, FAIR, and IDEL. The teachers also use a teacher-made kindergarten readiness screening to identify basic skills such as print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Informal teacher assessments/surveys will be used to determine social/emotional development. All data gathered will be used to plan academic as well as social skills instruction. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

### \*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 Test indicate that 24% of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase Level 3 student proficiency to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (60 )	27% (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	<p>1A.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were Reading Application in Third grade, Literary Analysis in Fourth grade, and Literary Analysis in Fifth grade.</p> <p>Third Grade: Students demonstrate difficulty in identifying Author's Purpose in text and how Author's Perspective influences text due to limited exposure to a variety of exemplar texts during small group.</p> <p>Fourth Grade: Students demonstrate difficulty in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects due to limited exposure to the different genres during small group.</p> <p>Fifth Grade: Students demonstrate difficulty in identifying the elements of story structure – character development, setting, plot, problem/solution due to limited small group instruction.</p>	<p>1A.1. Third Grade: Instruction should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.</p> <p>Fourth Grade: Instruction should use poetry to practice identifying descriptive language that defines moods and provides imagery. Students should note how authors use figurative language such as similes, metaphors, and personification.</p> <p>Fifth Grade: Instruction should use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts.</p>	1A.1. MTSS/RTI Leadership Team	1A.1. Ongoing classroom assessments focusing on students' knowledge of context, base words, prefixes, suffixes, antonyms, synonyms, multiple meanings, and analyzing words in text using the Florida Continuous Improvement Model.	<p>1A.1. Formative: Mini Assessments, Interim Assessments, and student authentic work</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in reading.  
Reading Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  
Reading Goal #2a:

The results of the 2012 FCAT 2.0 Reading Test indicate that 41% of students achieved Level 4 and 5 proficiency. Our goal for the 2013 school year is to increase levels 4 and 5 student proficiency to 42%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

40.8% (102)

42% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2A.1. The areas which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 and 3, Vocabulary and Literary Analysis/Fiction/Nonfiction.</p> <p>Students demonstrate difficulty in identifying and interpreting elements of story structure within and across texts.</p>	<p>2A.1. Instruction should teach students to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice</p>	<p>2A.1. Administration</p>	<p>2A.1. Ongoing classroom assessments focusing on students' ability to interpret graphical information, locate, interpret and organize information using the Florida Continuous Improvement Model.</p>	<p>2A.1. Formative: Student work samples utilizing rubric, Mini Assessments, Interim Assessments.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

	identifying descriptive language that defines moods and provides imagery.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 73% (115) of students made learning gains. Our goal for the 2013 school year is to increase students achieving learning gains to 78% (123).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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73% (115)	78% (123)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 7 percentage points as compared to the 2011 FCAT 2.0 Reading Test.  Limited access for students to utilize technology has hindered progress.	3A.1. Update computer lab schedules in order to optimize usage of computers to increase the implementation of SuccessMaker, Reading Plus, Riverdeep Destination Reading and/or Voyager Ticket to Read for approximately 30 minutes, 3 times per week per student.	3A.1. MTSS/RTI Leadership Team	3A.1. Using the Florida Continuous Improvement Model we will review SuccessMaker, Reading Plus, Riverdeep Destination Reading and/or Voyager Ticket to Read reports to ensure students are making adequate progress.	3A.1. Formative: SuccessMaker, Reading Plus, Riverdeep Destination Reading and/or Voyager Ticket to Read reports  Summative: 2013 FCAT 2.0 Assessment

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

3b. Florida Alternate Assessment:  
Percentage of students making Learning Gains in reading.  
  
Reading Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  
  
Reading Goal #4:

The results of the 2012 FCAT 2.0 Reading Test indicate that 63% (25) of the students in the lowest 25% made learning gains.  
Our goal for the 2013 school year is to increase in the lowest 25% achieving learning gains to 68% (27).

2012 Current Level of Performance:

2013 Expected Level of Performance:

63% (25)

68% (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	4A.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 63% making learning gains remained the same as compared to the 2011 FCAT 2.0 Reading Test.  Appropriate and timely placement of students in interventions has been an obstacle.	4A.1. Identify lowest performing students in grades 3-5 based on instructional needs. In addition, provide tutoring session's specifically correlating instruction to deficiencies.	4A.1. MTSS/RtI Leadership Team	4A.1. Using the Florida Continuous Improvement Model we will review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.	4A.1 Formative: Mini Assessments; District Interim data reports; Intervention assessments  Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

Reading Goal #

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

Our goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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.

The results of the 2012 FCAT 2.0 Reading Test indicate that 66% (156) of the students in Hispanic subgroup and 86% (12) in the White subgroup achieved proficiency. Our goal for the 2013 school year is to increase in the Hispanic subgroup proficiency to 69% (163) and 93% (13) in the White Subgroup.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

White:  
86% (12)

White:  
93% (13)

Hispanic:  
66% (156)

Hispanic:  
69% (163)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>White: As noted on the administration of the 2012 FCAT 2.0 Reading Test the White subgroup did not meet AMO.</p> <p>Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Hispanic subgroup met AMO.</p> <p>Appropriate and timely placement of students in interventions has been an obstacle.</p>	<p>Identify lowest performing students in grades 3-5 based on instructional needs. In addition, provide tutoring sessions specifically correlating instruction to deficiencies</p>	<p>MTSS/RtI Leadership Team</p>	<p>Using the Florida Continuous Improvement Model we will review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.</p>	<p>Formative: Mini Assessments; District interim data reports; intervention assessments</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment.</p>

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

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

The results of the 2012 FCAT 2.0 Reading Test indicates that 57% (35) of students in the English Language Learners subgroup achieved proficiency.

Reading Goal #5C:

Our goal for the 2013 school year is to increase student proficiency to 61% (37).

2012 Current Level of Performance:

2013 Expected Level of Performance:

57% (35)

61% (37)

#### 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	5C.1.  As noted on the administration of the 2012 FCAT 2.0 Reading Test the English Language Learners subgroup met AMO.  Appropriate and timely placement of students in interventions has been an obstacle.	5C.1.  Utilizing data we will identify tier 2 and tier 3 students in order to place them in appropriate interventions within the first 2 weeks of the 2012-2013 school year and monitor student progress.	5C.1.  MTSS/RtI Leadership Team	5C.1.  RtI Leadership team will meet monthly to monitor student progress and the effectiveness of program delivery using data using the Florida Continuous Improvement Model.	5C.1.  Formative: Mini Assessments; District interim data reports; intervention assessments  Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicates that 29% (15) of students in the SWD subgroup achieved proficiency. Our goal for the 2013 school year is to increase student proficiency to 43% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (15)	43% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1.  As noted on the administration of the 2012 FCAT 2.0 Reading Test the SWD subgroup did not meet AMO and as compared to the 2011 FCAT 2.0 Reading test there was a decrease of 16 percentage points of students achieving proficiency.  Limited time for students to utilize technology has hindered progress.	5D.1.  Update computer lab schedules in order to optimize usage of computers to increase the implementation of FCAT Explorer and Reading Plus.	5D.1.  MTSS/RtI Leadership Team	5D.1.  RtI Leadership team will meet monthly to monitor student progress and the effectiveness of program delivery using data using the Florida Continuous Improvement Model.	5D.1.  Formative: Mini Assessments; District interim data reports; intervention assessments; in-house assessments; FCAT Explorer Reports  Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicates that 62% (119) of students in the English Language Learners subgroup achieved proficiency. Our goal for the 2013 school year is to increase student proficiency to 66% (127).
2012 Current Level of Performance:	2013 Expected Level of Performance:

62% (119)			66% (127)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1.</p> <p>As noted on the administration of the 2012 FCAT 2.0 Reading Test the Economically Disadvantaged subgroup did not meet AMO although there was an decrease of 11percentage point in students achieving proficiency when comparing to the 2011 FCAT 2.0 Reading test.</p> <p>Appropriate and timely placement of students in interventions has been an obstacle.</p>	<p>5E.1.</p> <p>Utilizing data we will identify tier 2 and tier 3 students in order to place them in appropriate interventions within the first 2 weeks of the 2012-2013 school year and monitor student progress.</p>	<p>5E.1.</p> <p>MTSS/RtI Leadership Team</p>	<p>RtI Leadership team will meet monthly to monitor student progress and the effectiveness of program delivery using data using the Florida Continuous Improvement Model.</p>	<p>5E.1.</p> <p>Formative: Mini Assessments; District interim data reports; intervention assessments</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft Training	K-5	Assistant Principal	School-Wide	November 6, 2012	Review sign in sheets/logs to determine the number of teachers in attendance/follow-up assignment.	PD Liaison
Library Media Services Online Databases	K-5	Media Specialist	School-Wide	October 10, 2012	Review sign in sheets/logs to determine the number of teachers in attendance/follow-up assignment.	Administration
Success Maker	K &1st	Media Specialist	Grade level	October 29, 2012	Review sign in sheets/logs to determine the number of teachers in attendance/follow-up assignment.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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
Tutoring will be provided for qualifying students based on their needs and their subgroups.	Tutoring	Title III	\$2,500.00
Interventions will be provided for qualifying students based on their needs and their subgroups.	Interventions	Title I	\$16,300.00
			Subtotal: \$18,800.00
Grand Total: \$18,800.00			

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA assessment indicates that 54% of students achieved proficiency Listening/Speaking.  Our goal for 2013 is to increase student proficiency to 64%.			
2012 Current Percent of Students Proficient in listening/speaking:					
54% (106)					
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. As noted on the administration of the 2012 CELLA assessment 46% of the ELL students did not achieve proficiency.  Challenges in this area involve a lack of English language base including grammar and vocabulary, which hinder students from grasping meaning in reading.  Challenges in this area	1.1. Daily implementation of the Waterford Early Learning software will enhance the students English Language Acquisition Skills.	1.1. MTSS/RtI Leadership Team	1.1. The Florida Continuous Improvement Model will be used to monitor the effectiveness of the strategies.	1.1. Formative: Waterford Reports  Summative: 2012-2013 Comprehensive English Language Learning Assessment (CELLA)



include a lack of practice in conversational English due to limited English language speakers at home for students to practice their speaking skills with.			
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.  
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1.</p> <p>As noted on the administration of the 2012 CELLA assessment the ELL 69% of students did not achieve proficiency.</p> <p>Challenges in this area involve a lack of English language base including grammar and vocabulary, which hinder students from grasping meaning in reading.</p>	<p>2.1.</p> <p>Instruction will develop reading skills by reading to students and by matching materials to meet both language needs and student interests as well as use books that have illustration that support and extend meaning.</p> <p>Instruction will focus on key vocabulary skills and students will use word banks/vocabulary notebooks and a Heritage Language/English Dictionary.</p> <p>Daily implementation of the Waterford Early Learning software will enhance the students English Language Acquisition Skills.</p>	<p>2.1.</p> <p>MTSS/Rtl Leadership Team</p>	<p>2.1.</p> <p>The Florida Continuous Improvement Model will be used to monitor the effectiveness of the strategies</p>	<p>2.1.</p> <p>Formative: Waterford Reports</p> <p>Summative: 2012-2013 Comprehensive English Language Learning Assessment (CELLA)</p>

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

3. Students scoring proficient in writing.  
CELLA Goal #3:

The results of the 2012 CELLA assessment indicate that 32% of students in Writing achieved proficiency.

Our goal for 2013 is to increase student proficiency to 50%

2012 Current Percent of Students Proficient in writing:

32% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 CELLA assessment the ELL 68% of students did not achieve proficiency.  Due to limited proficiency in sight vocabulary and grammatical conventions in the English language students are unable to achieve writing fluency.	2.1. Instruction will allow students to reflect upon personal thoughts and feelings, enabling students to practice writing in a risk-free environment. Daily language practice and grammar instruction will be provided.  Daily implementation of the Waterford Early Learning software will enhance the students English Language Acquisition Skills.	2.1. MTSS/RtI Leadership Team	2.1. The Florida Continuous Improvement Model will be used to monitor the effectiveness of the strategies.	2.1. Formative: Waterford Reports  Summative: 2012-2013 Comprehensive English Language Learning Assessment (CELLA)

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

# 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 Test indicates that 32% (79) of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase Level 3 student proficiency to 39% (98).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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32% (79)	39% (98)
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## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1A.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Fractions in Third grade, Geometry and Measurement in Fourth grade, and Geometry and Measurement in Fifth grade.</p> <p>Third Grade: Students demonstrate difficulty in the quick recall of multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals due to limited practice.</p> <p>Fourth Grade: Students demonstrate difficulty in the understanding of area, angles and use and identification of two and three-dimensional shapes due to limited exposure across the curriculum.</p> <p>Fifth Grade: Students demonstrate difficulty using geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area due to limited small group practice.</p>	<p>1A.1. Third Grade: Instruction should develop an understanding of fractions and fraction equivalence. Teachers should engage students in activities to use technology to develop conceptual understanding of numbers and fractions.</p> <p>Fourth Grade: Instruction should develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identifying and describing the results of transformations; and identifying and building a three-dimensional object from a two-dimensional representation and vice versa. Teachers should engage students in activities to use technology to develop conceptual understanding of measurement and students' geometry and spatial sense.</p> <p>Fifth Grade: Instruction should focus on describing three-dimensional shapes and analyzing their properties, including volume and surface area; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems</p>	1A.1. MTSS/RtI leadership Team	1A.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of the program using the Florida Continuous Improvement Model.	<p>1A.1. Formative: Mini Assessments; District interim data reports; Student authentic work</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.</p>

	<p>requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p> <p>Teachers should engage students in activities to use technology to develop conceptual understanding of measurement and students' geometry and spatial sense.</p>		
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal #2a:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics test indicated that 32% (81) of students achieved proficiency (Level 4 and 5).</p> <p>Our goal for 2013 is to maintain or increase student proficiency to 35% (88).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (81)	35% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>2A.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were: Category 2: Fractions, in grades 3</p>	<p>2A.1. Engage students in activities to use technology (such as Gizmos, Riverdeep or the National Library of Virtual Manipulatives) that</p>	<p>2A.1. MTSS/RtI Leadership Team</p>	<p>2A.1. Grade level teams will meet monthly to monitor student progress and the effectiveness of the programs using the Florida Continuous</p>	<p>2A.1. Formative: Mini Assessments; reports generated from Riverdeep, and Gizmos. Summative:</p>

1	and 4 and category 2: Expressions, equations, and statistics in 5th grade.  Limited time for students to utilize technology and minimal resources to provide enrichment to support this area has hindered student progress.	include visual stimulus to develop conceptual understanding of mathematical skills.	Improvement Model.	Results from 2013 FCAT 2.0 Mathematics 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 54% (86) of students made learning gains. Our goal for the 2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains to 64% (102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (86)	64% (102)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
As noted on the 2012 FCAT 2.0 Mathematics administration, students making learning gains decreased by 19 percentage points when compared to the 2011 FCAT 2.0 Mathematics	3A.1. Providing assistance during the mathematics instructional block in order to carry out differentiated instruction groups.	3A.1. MTSS/RTI Leadership Team	3A.1. Review formative mini assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains using the	3A.1. Formative: Mini Assessments; District interim data reports; Student authentic work

1	Test.  This deficiency was due to the limited use of manipulatives during differentiated instruction groups.		Florida Continuous Improvement Model.  Conduct grade level discussions to elicit teacher feedback on effectiveness of strategy using the Florida Continuous Improvement Model.	Summative: Results from 2013 FCAT 2.0 Mathematics 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test 57% of students made learning gains. Our goal for the 2013 school year is to provide appropriate interventions and remediation in order to increase the percentage of students making learning gains to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (23)	67% (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	4A.1. On the 2012 FCAT 2.0 Mathematics administration, it was noted that students demonstrated a decrease of 27 percentage points when compared to the 2011 FCAT 2.0 Mathematics Test.	4A.1. Identify lowest performing students in grades 3-5 based on instructional needs. In addition, provide tutoring sessions specifically correlating instruction to deficiencies.	4A.1. MTSS/RtI Leadership Team	4A.1. Review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.	4A.1. Formative: Mini Assessments; District interim data reports; intervention assessments  Summative: Results from 2013 FCAT 2.0

The performance of these students is due to limited tutoring options available.			Mathematics Assessment.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 65% (153) of students in the Hispanic subgroup and 79% (11) of the students in the White subgroup achieved proficiency. Our goal is to increase student proficiency to 75% (177) in the Hispanic subgroup and 88% (12) in the White subgroup by providing appropriate interventions and remediation in the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 65% (153)  White: 79% (11)	Hispanic: 75% (177)  White: 88% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic: On the 2012 FCAT 2.0 Mathematics administration the Hispanic subgroup decreased 14 percentage points when compared to the 2011 FCAT 2.0 Mathematics administration did not meet AMO.  Limited use of manipulatives during mathematics instruction hindered additional progress.	5B.1. Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations. In addition, we will provide tailored instruction based on mini-assessments and hands-on practice for students to develop an understanding if concepts.	5B.1. MTSS/RtI Leadership Team	5B.1. Review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed using the Florida Continuous Improvement Model.	5B.1. Formative: Mini Assessments; District interim data reports; intervention 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that of students in the ELL subgroup achieved proficiency. Our goal for 2013 is to increase student proficiency to 71% (43) as a result of appropriate interventions and remediation .
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (38)	71% (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	<p>5C.1.</p> <p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, there was decrease of 17 percentage points in achievement, the ELL subgroup did not meet AMO.</p> <p>The score demonstrates that students are in need of remediation and intervention.</p> <p>Limited use of manipulatives during mathematics instruction hindered progress.</p>	<p>5C.1.</p> <p>Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations. In addition, we will provide tailored instruction based on mini-assessments and hands-on practice for students to develop an understanding of concepts.</p>	<p>5C.1.</p> <p>MTSS/RtI Leadership Team</p>	<p>5C.1.</p> <p>Review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed using the Florida Continuous Improvement Model.</p>	<p>5C.1.</p> <p>Formative: Mini Assessments; District interim data reports; intervention 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 subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicated that 35%(18) of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency to 58% (30) as a result of appropriate interventions and remediation in the 2013 FCAT 2.0 Mathematics Test.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(18)	58% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1.</p> <p>On the 2012 FCAT 2.0 Mathematics administration the SWD subgroup decreased 26 percentage points when compared to the 2011 FCAT 2.0 Mathematics administration and did not meet AMO.</p> <p>The score demonstrates that students are in need of additional remediation</p>	<p>5D.1.</p> <p>Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations. In addition, we will provide tailored instruction based on mini-assessments and hands-on practice for students to develop an</p>	<p>5D.1.</p> <p>MTSS/RtI Leadership Team</p>	<p>5D.1.</p> <p>Review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed using the Florida Continuous Improvement Model.</p>	<p>5D.1.</p> <p>Formative: Mini Assessments; District interim data reports; intervention assessments</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.</p>



and intervention. Limited use of manipulatives during mathematics instruction hindered progress.	understanding of concepts.		
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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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 62% (119) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency to 73% (140) as a result of appropriate interventions and remediation in the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (119)	73% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1.  On the 2012 FCAT 2.0 Mathematics administration the SWD subgroup decreased 17 percentage points when compared to the 2011 FCAT 2.0 Mathematics administration and did not meet AMO.  The score demonstrates that students are in need of additional remediation and intervention.  Limited use of manipulatives during mathematics instruction hindered progress.	5E.1.  Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations. In addition, we will provide tailored instruction based on mini-assessments and hands-on practice for students to develop an understanding of concepts.	5E.1.  MTSS/RtI Leadership Team	5E.1.  Review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed using the Florida Continuous Improvement Model.	5E.1.  Formative: Mini Assessments; District interim data reports; intervention 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
Go Math!	K-5/ Math	Houghton Mifflin Harcourt Representative	School-Wide	August 29, 2012	Go Math! Implementation in classroom	PD Liaison
Think Central	K-5/ Math	PD Liason	Mathematics Teachers	January 16, 2013	Review sign in sheets/logs to determine the number of teachers in attendance/follow-up	PD Liaison

Success Maker Webinar	K-5/ Math	On-line Webinar	Subject Area Teachers	November 7, 2012	assignment. Review teacher confirmation emails to determine the number of teachers in attendance.	Media Specialist
Gizmos	3-5/Math	Gizmos Representatives	Mathematics Teachers	October 30, 2012	Review sign in sheets/logs to determine the number of teachers in attendance/follow-up assignment.	PD Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology integration in the classrooms	LCD Projectors	EESAC	\$1,127.00
			Subtotal: \$1,127.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional tutoring for students in the lowest 25% making learning gains	Tutoring Academy	Title III	\$5,000.00
Additional tutoring for students in the lowest 25% making learning gains	Interventions	Title I	\$16,300.00
			Subtotal: \$21,300.00
			Grand Total: \$22,427.00

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:	On the 2012 administration of the Science FCAT 2.0, 32% of students achieved proficiency (FCAT 2.0 Level 3). The expected level of performance for 2013 is 36% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (28)	36% (31)
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	1A.1. The areas of deficiency according to the 2012 Science FCAT 2.0 Test was the Nature of Science.  Students need to increase rigor through inquiry-based learning in the Nature of Science.	1A.1. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. As well as provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair.	1A.1. MTSS/RtI Leadership Team	1A.1. Team will review the results of school-site assessment data to monitor student progress using the Florida Continuous Improvement Model.	1A.1. Formative: school developed rubrics; assessments; student projects  Summative: 2013 Science FCAT 2.0 administration

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a:

On the 2012 administration of the Science FCAT 2.0, 15% of students scored above proficiency (FCAT Level 4 and 5). The expected level of performance for 2013 is 16% above proficiency.

2012 Current Level of Performance:

2013 Expected Level of Performance:

15% (13)

16% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2A.1. The areas of	2A.1. Identify students	1A.1. MTSS/RtI	1A.1. Team will review the	1A.1. Formative:

1	deficiency according to the 2012 Science FCAT 2.0 Test was the Nature of Science.  Students need additional support to develop independent projects.	scoring 4 or 5 on the Reading and Mathematics portion of the FCAT 2.0 and mentor these students in the development of independent experimental or engineering projects. Implement the P-Sell curriculum to focus on (a) hands-on, inquiry-based science; (b) state science content standards and FCAT 2.0 Science.	Leadership Team	results of school-site assessment data to monitor student progress using the Florida Continuous Improvement Model.	school developed rubrics; assessments; student projects  Summative: 2013 Science FCAT 2.0 administration
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	K-5	Teacher Leader	K-5 Teachers	September 17, 2012	Gizmos reports	Teacher Leader/Administrator
Scientific Method/Critical Thinking	K-5	Teacher Leader	K-5 Teachers	September 26, 2012	Science Fair Project	Teacher Leader/Administrator

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Technology integration in the classrooms	LCD Projectors	EESAC	\$1,000.00
Subtotal: \$1,000.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$1,000.00</b>			

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:		Our goal for the 2013 school year is to maintain 83% of the students achieving at or above proficiency on the 2013 Writing FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (62)		83% (63)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. As noted on the 2012 Writing FCAT 2.0 82% of the students achieved at or above proficiency.  We will continue to provide students with instruction in the necessary skills needed to incorporate real life experiences into their writing and to develop focus and elaboration in order to maintain the level of proficiency.	1A.1. During writing instruction students will use a graphic organizer/plan to write a draft structured with logical sequence of beginning, middle and end, using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts to develop focus and elaboration.	1A.1. Administration	1A.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed using the Florida Continuous Improvement Model.	1A.1. Formative: Students' scores on monthly writing assessments  Summative: 2013 FCAT 2.0 Writing Assessment

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

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

**Problem-Solving Process to Increase Student Achievement**

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Instruction	Grades 3-4	PD Liaison	Third and Fourth grade teachers	September 26, 2012	Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction	Administration, MTSS/Rtl team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

*End of Writing Goals*

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for this school year is to increase our attendance from 97.13% to 97.13% by minimizing absences and to continue providing a climate in our school where parents, students and faculty feel welcome and appreciated.  In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.13% (456)	97.13% (456)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
70	67
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
98	93

### 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. During flu season students don't take the everyday preventive actions to stop the spread of germs.	1.1. Identify and refer students who may be developing a pattern of nonattendance to the school counselor/administration for intervention services. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.	1.1. Counselor; Administration	Weekly updates to the administration and the entire faculty during faculty meetings.  Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	1.1. Logs and attendance rosters
	1.2	1.2	1.2	1.2	1.2

2	During inclement weather students and parents don't always take the necessary precautions in planning ahead for traffic causing them to be tardy for school.	Identify and refer students who may be developing a pattern of tardiness to the school counselor/administration for intervention services. Maintain a clear and consistent routine during inclement weather in school. Teach and emulate effective planning strategies.	Counselor; Administration	Weekly updates to the administration and the entire faculty during faculty meetings.  Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	Logs and attendance rosters
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Code of Student Conduct	K -5	School-wide	School-wide	August 17, 2012	Utilize walk-throughs to monitor teachers' enforcement of the Student Code of Conduct	Administration, RtI Leadership Team
Student Services Meeting	K-5	Counselor	School-wide	September 24, 2012 - Ongoing	Attendance Monitoring	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>



## 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 maintain our current suspension rate of 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	5
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 decreased from 1 incident during the 2010 school year to 0 in the 2011 school year.  Implementation of Character Education lessons with fidelity.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance and address students' needs by communicating regularly with parents.	1.1. Administration RtI Leadership Team	1.1. Monitor COGNOS report on student outdoor suspension rate	1.1. Participation log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*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>	Title I - SEE PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title I - SEE PIP	Title I - SEE PIP
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
	Rockway Elementary School will implement a STEM

1. STEM STEM Goal #1:		program which will engage students in hands-on, real-world STEM applications through projects and activities. It will incorporate an interdisciplinary approach to teaching and learning. Additionally, it will require students to explain verbally, in writing and in engineering designs. The STEM program will incorporate critical thinking and problem-solving skills throughout the curriculum.			
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. Implementing a competitive STEM program will require updated technology and software along with support from a community corporate sponsor.  Students need to develop real-life hands-on, critical thinking and problem solving skills.	1.1. Instruction will increase rigor by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities.	1.1. MTSS/RtI Leadership Team	1.1. Review formative mini assessments, data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed using the Florida Continuous Improvement Model.	1.1. Formative: Mini Assessments; Student authentic work  Summative: 2013 FCAT 2.0 Reading/Math/Science 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
Science Leadership	K-5	Science Leader	Science Leader	September 12, 2012 - Ongoing	Review sign in sheets/logs to determine the number of teachers in attendance/follow-up	Science Leader

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Technology integration in the classrooms	LCD Projectors	EESAC	\$1,127.00
Science	Technology integration in the classrooms	LCD Projectors	EESAC	\$1,000.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$2,127.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring will be provided for qualifying students based on their needs and their subgroups.	Tutoring	Title III	\$2,500.00
Reading	Interventions will be provided for qualifying students based on their needs and their subgroups.	Interventions	Title I	\$16,300.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Additional tutoring for students in the lowest 25% making learning gains	Tutoring Academy	Title III	\$5,000.00
Mathematics	Additional tutoring for students in the lowest 25% making learning gains	Interventions	Title I	\$16,300.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00

Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$40,100.00
				Grand Total: \$42,227.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> 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 10/11/2012)

## 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
Funds will be used to purchase projectors to increase technology in the Mathematics classrooms	\$1,127.00
Funds will be used to purchase projectors to increase technology in the Science classrooms	\$1,000.00

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

The Educational Excellence School Advisory Council (EESAC) will monitor the implementation of the components of the School Improvement Plan. The EESAC members will bring together teachers, parents, students and community members to involve them in decisions which affect instruction and the delivery of programs. EESAC will 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.



# 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 ROCKWAY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	89%	67%	74%	317	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%	73%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	84% (YES)			147	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					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District ROCKWAY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	77%	89%	53%	299	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	72%	68%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	80% (YES)			140	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					579	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested