FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: REDONDO ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. René E. Baly

SAC Chair: Mrs. Bettina Gonzalez

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. René E. Baly	Doctorate in Educational Leadership, Barry University Master of Science in Educational Leadership, Nova University Bachelor of Science in Music Education, Florida International University	5	15	'12 '11 '10 '09 '08 School Grade N/A N/A N/A N/A N/A High Standards Rdg. 37 58 67 62 67 High Standards Math 57 80 88 86 92 Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A AMO Progress
		Non-Degree Certification in Educational Leadership, Florida International University Master of			'12 '11 '10 '09 '08 School Grade N/A N/A N/A N/A N/A High Standards Rdg. 37 58 67 62 67

					High Standards Math 57 80 88 86 92
Assis Principal	Rita Maria C. Puente Ruiz	Education in Bilingual Counseling, Bank St. College of Education, New York Bachelor of Science in Political Science, Queens College, New York	5	9	Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A AMO Progress

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Bettina Gonzalez	M.S. Ed. Reading K-12, Florida International University B.S.Ed. Elementary Education, Florida International University Professional Educators Certificate: ESOL K-12 Reading Endorsement	20	1	'12 '11 '10 '09 '08 School Grade N/A N/A N/A N/A N/A High Standards Rdg. 37 58 67 62 67 High Standards Math 57 80 88 86 92 Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A AMO Progress

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	Administrators identify exemplary instructors to be part of the school's leadership teams.	Principal	On-going	
2	School facilitates monthly Professional Learning Community sessions to share best practices among teachers.	Principal	On-going	
3	Principal offers stipends to highly qualified teachers to carry out additional professional responsibilities, i.e., grade level/department chairperson and tutors.	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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
57	7.0%(4)	22.8%(13)	49.1%(28)	21.1%(12)	26.3%(15)	73.7%(42)	3.5%(2)	0.0%(0)	70.2%(40)

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Redondo Elementary School provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

N/A

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
•tutorial programs (K-12)
•parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
•professional development on best practices for ESOL and content area teachers
•coaching and mentoring for ESOL and content area teachers(K-12)
•reading and supplementary instructional materials(K-12)
•cultural supplementary instructional materials (K-12)
•purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
•Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

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.
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

1) Redondo Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Redondo Elementary was selected to participate in the USDA Fresh Fruit and Vegetable Program for the year 2012-2013. Fresh fruits and vegetables will be distributed to the students three times per week as healthy snacks.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Redondo grade two students gain an understanding of business and industry workforce requirements through their participation in the Kids And the Power Of Work (KAPOW) program.

Job Training

N/A

Other

Health Connect in Our Schools

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

Redondo Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to its parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Redondo increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact our school's Title I Parental Involvement Plan; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Redondo's Title I Community Liaison Specialist (CLS) conducts informal surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of the school's goal to empower parents and build their capacity for involvement.
The CLS completes 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 submits 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. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) team members include the principal, assistant principal, Reading Coach, select General Education Teachers, Special Education (SPED) Teachers, counselor, and school psychologist.

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?

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?
Redondo's MTSS Leadership Team will meet monthly to review student progress utilizing the Problem Solving Model (PSM). This team will take a systematic look at learner, instruction, and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
The principal and assistant principal will ensure that decision making is data-based, monitor the implementation of RtI by the school-based team, assess RtI skills of school staff, ensure the implementation of intervention support and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
The Reading Coach will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data-based instructional

planning, and support the implementation of Tier 1,Tier 2, and Tier 3 intervention plans.

Selected general education teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.

SPED teachers will participate in student data collection, integrate core instructional activities/materials into Tier 2 instruction, and collaborate with general education teachers through activities such as co-teaching.

The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns as needed.

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

The Educational Excellence School Advisory Committee (EESAC) Chairperson serves as a member of the MTSS Leadership Team and is also a member of the School Improvement Plan (SIP) writing team. Two or more members of the MTSS Leadership Team also serve on the EESAC. These team members will gather data related to academic and behavioral areas from grade level chairpersons to utilize in the development of the SIP. The PSM will serve as a guide for the on-going monitoring and modification of the school's SIP.

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.

The following data source(s)/data management system(s) will be used to summarize data:
Reading: Baseline Assessment/Edusoft, Florida Assessment for Instruction in Reading (FAIR)/Progress Monitoring and Reporting Network (PMRN), Monthly Benchmark assessments/Edusoft, CELLA, and Interim Assessments/Edusoft
Mathematics: Baseline Assessment/Edusoft , Monthly Benchmark assessments/Edusoft, and Interim Assessments/Edusoft
Science: District Science Benchmark Assessments Grade 3,Pre-Test, Quarterly, Post-Test/Edusoft
Writing: District Writing Pre- and Post-Tests/School-created spreadsheet, Bi-Monthly writing samples/ School-created spreadsheet
Behavior: Student Case Management Referral/Integrated Students Information System/COGNOS

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and in small group PLC sessions throughout the year. The MTSS Leadership Team will also evaluate additional staff PD needs during the monthly meetings and make recommendations for additional trainings as needed.

Describe the plan to support MTSS.

Administration will have open and continuous dialogue with the MTSS Leadership Team and other faculty members in order to successfully implement the RtI Problem-solving process. This communication will take place during data chats.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is composed of:
Dr. René E. Baly, Principal
Rita M. Puente Ruiz, Assistant Principal
Bettina Gonzalez, Reading Coach/EESAC Chairperson
Jessica Arnaiz, Kindergarten Teacher/Grade Chairperson
Barbara Rickmond, Grade 1 Teacher/Grade Chairperson
Nicole Brockway, Grade 1 Teacher/Social Studies Liaison
Luz Frias, Grade 1 Teacher/Science Liaison
Tavita Duenes, Grade 2 Teacher/Grade Chairperson
Chantal Murias, Grade 3 Mathematics Teacher/Grade Chairperson/Mathematics Liaison
Elaine Nodal, Grade 3 Reading Teacher
Olivia Mulet, Grade 3 Teacher/Writing Liaison

Ciria Frias, ELL Teacher/Grade 2 Teacher
Claudia Carbia, SPED Chairperson/Grade 2
Rebecca Meeks, Media Specialist
Vilma Batres, Grade 2 Teacher/United Teachers of Dade (UTD) Steward

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

Redondo Elementary School's Literacy Leadership Team (LLT) meets on a monthly basis to ensure fidelity of implementation of the K-12 Comprehensive Research-Based Reading Plan (K-12 CRRP). The LLT also assures correct utilization of school resources based on data analysis, which indicate the needs of students.
The Principal cultivates the vision for school-wide literacy across all content areas and supports all LLT members and teachers in this endeavor.
The Reading Coach shares her expertise in the area of reading instruction, assessment, and observational data to assist the team in making instructional and programmatic decisions. The Coach provides motivation and promotes a spirit of collaboration amongst the LLT; conferences with teachers and administration; and provides professional development.

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

Redondo Elementary School's LLT will ensure fidelity of implementation of the K-12 Comprehensive Research-Based Reading Plan (K-12 CRRP). The team will monitor the effective implementation of the Common Core State Standards (CCSS) in grades Kindergarten – two, and the blended Next Generation State Standards (NGSS)/CCSS in grade three. The team will review student achievement data and identify school-wide trends. This group of educators will monitor the implementation of tiered reading interventions to guarantee that students are making adequate progress. The LLT will identify appropriate professional development opportunities for staff members. The team will identify and facilitate appropriate peer-to-peer observations throughout the school year.

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.

Redondo Elementary assists preschool children in transition from early childhood programs to local elementary school programs by conducting orientation meetings and site visits between the area preschools and the school. Orientation meetings for the parents of these students are conducted in May and August. These orientation meetings provide families with information on the expectations of Kindergarten and as to how they can help their children make the transition. Additionally, school staff visits preschools in April and May. Furthermore, preschool staff and school staff collaborate throughout the year, and when possible, preschool staff members conduct monthly visits to the school, prior to the annual April and May visits with students.

*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

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:	In grade three, 23 percent of students achieved a Level 3 on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that the number of grade three students achieving a Level 3 on the 2013 administration of the FCAT 2.0 Reading Test will increase by nine percentage points.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
23% (39)	32% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the Reporting Category 2-Reading Application, and Reporting Category 1-Vocabulary. Students did not practice enough using texts which contain causal relationships; and were not familiar enough with text structures such as cause/effect, compare/contrast, and chronological order. Students did not receive enough practice with context clues and multiple-meaning words to achieve success in Category 1 – Vocabulary.	1a.1. Reading teachers will use real-world documents such as, how- to articles, brochures, fliers and websites; use text features and semantic maps to interpret and organize information. Reading teachers will engage students in Close Analytic Reads of Exemplar Texts, as part of the CCSS reading curriculum. Reading teachers will utilize strategies that help students determine meaning of words by using context clues; they will also teach effective strategies to identify multiple-meaning words.	1a.1. Principal, Reading Coach, Grade Chairpersons	1a.1. Review data reports after each assessment to ensure students are making sufficient progress.	1a.1. Formative: Baseline Assessment, Monthly Benchmark Assessments, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR) Summative: 2013 FCAT 2.0

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

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:	In grade three, 14 percent of students achieved Levels 4 and 5 on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that the number of grade three students achieving Levels 4 and 5 on the 2013 administration of the FCAT 2.0 Reading Test will increase by four percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (23)	18% (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	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was the Reporting Category 2-Reading Application. Students did not receive sufficient practice using texts which contain causal relationships; and were not familiar enough with text structures such as cause/effect, compare/contrast, and chronological order. Students did not receive enough exposure to a variety of instructional techniques through the use of multimedia and programs such as STAR, Accelerated Reader (AR), Reading Plus, and SuccessMaker to ensure maintenance for students achieving Levels 4 and 5 in reading.	2a.1. Reading teachers will infuse a variety of instructional techniques through the use of multimedia and programs such as STAR, Accelerated Reader (AR), Reading Plus, and SuccessMaker, to ensure success. Reading teachers will use real-world documents and semantic maps to identify text organizational patterns.	2a.1. Principal, Reading Coach, Grade Chairpersons, Media Specialist	2a.1. Review data reports after each assessment to ensure students are making sufficient progress.	2a.1. Formative: Baseline Assessment, Monthly Benchmark Assessments, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Accelerated Reader/STAR Reports Summative: 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	In grade three, 100 percent of students scored at Level 7 or above on the 2012 Florida Alternate Assessment (FAA) Reading Test. It is expected that these students will

	Reading Goal #2b:		maintain satisfactory progress on the 2013 Florida Alternate Assessment (FAA) Reading Test.		

2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (2)		100% (2)			

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	2B.1. Students performing in the Commended category (levels 7-9) on the FAA were not afforded sufficient exposure to emergent technologies and heuristic experiences to effectively organize, compare, and analyze more complex reading elements.	2B.1. Teachers will involve students performing in the Commended category (levels 7-9) on the FAA in projects/activities that require higher order thinking skills to analyze reading passages and respond to more complex questions.	2B.1. Principal, Assistant Principal, SPED Chairperson	2B.1. Review data reports after each assessment to ensure students are making sufficient progress.	2B.1. Formative: Brigance Achievement Test administered in Fall 2012 and Spring 2013

Summative: 2013 Florida Alternate 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:

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:		In grade three, 67 percent of students with matched scores made learning gains on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that 72 percent of students with matched scores will demonstrate learning gains on the 2013 administration of the FCAT 2.0 Reading Test.			

2012 Current Level of Performance:		2013 Expected Level of Performance:			
67% (14) Self-generated data for retained students in K-3 elementary school		72% (15) Self-generated data for retained students in K-3 elementary school			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was the Reporting Category 2-Reading Application.

Students did not utilize graphic organizers frequently enough to identify, cause/effect, sequence of events, and compare/contrast text structures. | 3A.1. Reading teachers will provide practice in identifying theme within text.

Reading teachers will utilize semantic maps to identify cause/effect, sequence of events, and compare/contrast text structures.

MTSS/RtI will be implemented as follows: Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction | 3A.1. Principal, MTSS/RtI Leadership Team , Reading Coach, Grade Chairperson | 3A.1. Review data reports after each assessment to ensure students are making sufficient progress. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. | 3A.1. Formative: Baseline Assessment, Monthly Benchmark Assessments, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR)

Summative: 2013 FCAT 2.0 |

		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; and create student growth trajectories in order to identify and develop interventions.			

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grade three, 17 percent of students in the Lowest 25 % made learning gains on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that 22 percent of students with matched scores will demonstrate learning gains on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1) Self-generated data for retained students in K-3 elementary school	22% (2) Self-generated data for retained students in K-3 elementary school

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>4A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was the Reporting</td><td>4A.1. Reading teachers will provide practice in identifying theme within text.</td><td>4A.1. Principal, MTSS/RtI Leadership Team , Reading Coach, Grade Chairperson</td><td>4A.1. Review data reports after each assessment to ensure students are making sufficient progress.</td><td>4A.1. Formative: Baseline Assessment, Monthly Benchmar Assessments,</td></tr>
</table>

1	Category 2-Reading Application, and Reporting Category 4- Informational Text and Research Process. Students did not practice enough using texts which contain causal relationships; and were not familiar enough with text structures such as cause/effect, compare/contrast, and chronological order. Students did not engage with real-world documents frequently enough to achieve success in Category 4 - Informational Text and Research Process.	Reading teachers will use real-world documents and semantic maps to interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys. MTSS/RtI will be implemented as follows: 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; and create student growth trajectories in order to identify and develop interventions.		MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	Interim Assessments, Florida Assessmen for Instruction in Reading (FAIR) Summative: 2013 FCAT 2.0

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grade three, 63 percent of students in the Hispanic subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that the number of students making satisfactory progress on the 2013 administration of the FCAT 2.0 Reading Test will increase by 16 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (57)	53% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1.Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading	5B.1. Reading teachers will provide practice in identifying theme within text.	5B.1. Principal MTSS/RtI Leadership Team , Reading Coach,	5B.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the	5B.1. Formative: Baseline Assessment, Monthly Benchmar

	Test was the Reporting Category 2-Reading Application. Students did not utilize graphic organizers frequently enough to identify, cause/effect, sequence of events, and compare/contrast text structures	Reading teachers will utilize semantic maps to identify cause/effect, sequence of events, and compare/contrast text structures. MTSS/RtI will be implemented as follows: 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; and create student growth trajectories in order to identify and develop interventions.	Grade Chairperson	effectiveness of program delivery using data	Assessments, Interim Assessments, Florida Assessmen for Instruction in Reading (FAIR) Summative: 2013 FCAT 2.0
1					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grade three, 65 percent of students in the ELL subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that the number of students making satisfactory progress on 2013 administration of the FCAT 2.0 Reading Test will increase by 16 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (30)	51% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. ELL: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was the Reporting Category 2-Reading Application. Students did not utilize graphic organizers frequently enough to identify, cause/effect, sequence of events, and compare/contrast text structures.	5C.1. Reading teachers will provide practice in identifying theme within text. Reading teachers will utilize semantic maps to identify cause/effect, sequence of events, and compare/contrast text structures. MTSS/RtI will be implemented as follows: Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of	5C.1. Principal, MTSS/RtI Leadership Team, Reading Coach, Grade Chairperson	5C.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data	5C.1. Formative: Baseline Assessment, Monthly Benchmar Assessments, Interim Assessments, Florida Assessmen for Instruction in Reading (FAIR) Summative: 2013 FCAT 2.0

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; and create student growth trajectories in order to identify and develop interventions.		

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:	In grade three, 85 percent of students in the ELL subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that the number of students making satisfactory progress on 2013 administration of the FCAT 2.0 Reading Test will increase by 27 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (4)	42% (10)

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>5D.1.
SWD: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was the Reporting Category 2-Reading Application.

Students did not utilize graphic organizers frequently enough to identify, cause/effect, sequence of events, and compare/contrast text structures.</td><td>5D.1. Reading teachers will provide practice in using and identifying details from the passage to determine main idea, plot, and purpose.

Reading teachers will provide practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support.

Reading teachers will utilize semantic maps to identify cause/effect, sequence of events, and compare/contrast text structures.

MTSS/RtI will be implemented as follows: 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</td><td>5D.1. Principal, MTSS/RtI Leadership Team, Reading Coach, Grade Chairperson</td><td>5D.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.</td><td>5D.1. Formative: Baseline Assessment, Monthly Benchmark Assessments, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR)

Summative: 2013 FCAT 2.0</td></tr>
</table>

		needs of students; adjust the delivery of behavior management system; adjust the allocation of school-based resources; drive decisions regarding targeted professional development; and create student growth trajectories in order to identify and develop interventions.			

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:	In grade three, 63 percent of students in the Economically Disadvantaged (ED) subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Reading Test. It is expected that the number of students making satisfactory progress on the 2013 administration of the FCAT 2.0 Reading Test will increase by 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (61)	52% (86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. ED: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was the Reporting Category 2-Reading Application. Students did not utilize graphic organizers frequently enough to identify, cause/effect, sequence of events, and compare/contrast text structures.	5E.1. ED: Reading teachers will provide practice in identifying theme within text. Reading teachers will utilize semantic maps to identify cause/effect, sequence of events, and compare/contrast text structures. MTSS/RtI will be implemented as follows: 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; and create student growth trajectories in order to identify and develop interventions.	5E.1. Principal, MTSS/RtI Leadership Team, Reading Coach, Grade Chairperson	5E.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	5E.1.Formative: Baseline Assessment, Monthly Benchmark Assessments, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR) Summative: 2013 FCAT 2.0

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
Common Core State Standards	K-3/Reading	Trained Reading Teachers	K-3 Reading Teachers	Monthly Grade Level Meetings	Classroom Observations	Principal, Assistant Principal
PLC Reading	Pre-K-3 Reading	PLC Leader (s)	Pre- K-3 Reading Teachers	First Wednesday of each month, from September 5, 2012 to May 22, 2013	PLC Attendance Rosters/Reflections	PLC Leader
SuccessMaker	K-3/Reading	Pearson Trainer	K-3 Reading Teachers	September 11, 2012 – October 31, 2012	SuccessMaker Reports	Principal, Assistant Principal, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading teachers will use real-world documents such as, how- to articles, brochures, fliers and websites; use text features and semantic maps to interpret and organize information. Reading teachers will engage students in Close Analytic Reads of Exemplar Texts, as part of the CCSS reading curriculum. Reading teachers will utilize strategies that help students determine meaning of words by using context clues; they will also teach effective strategies to identify multiple-meaning words.	CCSS Exemplar Texts	Title I	$1,388.97
Reading teachers will use real-world documents such as, how- to articles, brochures, fliers and websites; use text features and semantic maps to interpret and organize information. Reading teachers will engage students in Close Analytic Reads of Exemplar Texts, as part of the CCSS reading curriculum. Reading teachers will utilize strategies that help students determine meaning of words by using context clues; they will also teach effective strategies to identify multiple-meaning words.	CROSSWalk Coach for the Common Core State Standards	Title I	$1,280.00
			Subtotal: $2,668.97
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading teachers will infuse a variety of instructional techniques through the use of multimedia and programs such as STAR, Accelerated Reader (AR), Reading Plus, and SuccessMaker, to ensure success.	AR/STAR Site License	Title I	$3,278.50

			Subtotal: $3,278.50
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $5,947.47			

End of Reading Goa

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:	Results from the 2012 administration of the CELLA indicate that 36 percent of students in Kindergarten through third grade scored proficient in listening and speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
36% (143)	

	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. Students have limited knowledge of the English language because it is not their home language.	1.1. Reading teachers will utilize computer-based programs with speaking/listening components, e.g., Waterford Early Literacy, Imagine Learning, and SuccessMaker.	1.1. Assistant Principal, ESOL Teachers	1.1. Reports from computer-based programs, classroom observations, data chats, academic reviews	1.1. Formative: Pre-, Progress, and Post-Tests, FAIR Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Results from the 2012 administration of the CELLA indicate that 23 percent of students in Kindergarten through third grade scored proficient in reading.
2012 Current Percent of Students Proficient in reading:	
23% (92)	

	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	2.1. Students have limited knowledge of the English language because it is not their home language.	2.1. Reading teachers will utilize computer-based programs with Reading components, e.g., Waterford Early Literacy, Imagine Learning, and SuccessMaker.	2.1. Assistant Principal, ESOL Teacher	2.1. Reports from computer-based programs, classroom observations, data chats, academic reviews	2.1. Formative: Pre-, Progress, and Post-Tests, FAIR Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Results from the 2012 administration of the CELLA indicate that 21 percent of students in Kindergarten through third grade scored proficient in writing.

2012 Current Percent of Students Proficient in writing:
21% (84)

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
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1	2.1. Students have limited knowledge of the English language because it is not their home language.	2.1. Reading teachers will utilize computer-based programs e.g., Waterford Early Literacy, Imagine Learning, and SuccessMaker.	2.1. Assistant Principal, ESOL Teacher	2.1. Reports from computer-based programs, classroom observations, data chats, academic reviews	2.1. Formative: Pre-, Progress, and Post-Tests, FAIR, Monthly Writing Assessments Summative: 2013 CELLA

CELLA Budget:

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

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grade three, 31 percent of students achieved a Level 3 on the 2012 administration of the FCAT 2.0 Mathematics Test. It is expected that the number of grade three students achieving a Level 3 on the 2013 administration of the FCAT 2.0 Mathematics Test will increase by eight percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (51)	39% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category 1 – Numbers; Operations, Problems, and Statistics. Students did not utilize manipulatives and/or content-related literature frequently enough to develop understanding of number sense and mathematical operations.	1A.1. Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number sense and mathematical operations through the use of manipulatives, mathematics journals, and content-related literature.	1A.1. Principal, Grade Chairperson, Mathematics Liaison	1A.1 Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	1A.1. Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grade three, 26 percent of students achieved above proficiency (FCAT Levels 4 and 5) on the 2012 administration of the FCAT 2.0 Mathematics Test. It is expected that the number of grade three students achieving above proficiency (FCAT Levels 4 and 5) on the 2013 administration of the FCAT 2.0 Mathematics Test will increase by four percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (43)	30% (50)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category 1 – Numbers; Operations, Problems, and Statistics. Students did not utilize manipulatives and/or content-related literature frequently enough to develop understanding of number sense and mathematical operations.	2A.1. Mathematics teachers will engage high performing students in heuristic mathematics enrichment projects.	2A.1. Mathematics Teachers, Mathematics Liaison	2A.1. Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	2A.1. Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In grade three, 100 percent of students scored at Level 7 or above on the 2012 Florida Alternate Assessment (FAA) Mathematics Test. It is expected that these students will maintain satisfactory progress on the 2013 Florida Alternate Assessment (FAA) Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

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
	2B.1. Students performing in the Commended category (levels 7-9) on the FAA were not afforded	2B.1. Students performing in the Commended category (levels 7-9) on the FAA will be engaged in	2B.1. Principal, Assistant Principal, SPED Chairperson	2B.1. Review data reports after each assessment to ensure students are making sufficient progress.	2B.1. Formative: Baseline Assessment, Monthly Benchmark Assessments,

1	sufficient exposure to emergent technologies and heuristic experiences to effectively analyze, synthesize, and evaluate information and solve more challenging mathematics problems contained in the independent grade level access points.	heuristic and technology-based mathematics enrichment projects that demand a more in-depth knowledge of grade level mathematics content.				Interim Assessments Summative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grade three, 90 percent of students with matched scores made Learning Gains on the 2012 administration of the FCAT 2.0 Mathematics Test. It is expected that the number of grade three students making Learning gains on the 2013 administration of the FCAT 2.0 Mathematics Test will increase by five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (19) Self-generated data for retained students in K-3 elementary school	95% (20) Self-generated data for retained students in K-3 elementary school

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. Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number sense and mathematical operations through the use of manipulatives and content-related literature.	3A.1. Mathematics teachers will provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate mathematics concepts. Students will apply this knowledge to solve real-world problems, often utilizing manipulatives.	3A.1. Principal, Grade Chairperson, Mathematics Liaison, Media Specialist	3A.1. Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	3A.1. Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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

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:	In grade three, 83 percent of students in the Lowest 25 % made learning gains on the 2012 administration of the FCAT 2.0 Mathematics Test. It is expected that the number of grade three students in the Lowest 25 % making Learning gains on the 2013 administration of the FCAT 2.0 Mathematics Test will increase by ten percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5) Self-generated date for retained students in K-3 elementary school	93% (6) Self-generated date for retained students in K-3 elementary school

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. Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number sense and mathematical operations through the use of manipulatives and content-related literature. Students did not utilize enough problem-solving strategies, models, real-world experiences, and/or manipulatives to solve mathematical operations involving fractions.	4A.1. Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of geometry and measurement concepts through the use of manipulatives and multiple/diverse opportunities for practice.	4A.1. Principal, Grade Chairperson, Mathematics Liaison	4A.1. Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	4A.1.Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50 percent. 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 mathematics. Mathematics Goal #5B:	Hispanic: In grade three, 42 percent of students in the Hispanic subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Mathematics Test. It is expected that the number of students making satisfactory progress on the 2013 administration of the FCAT 2.0

2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 58% (88)	Hispanic: 72% (109)

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: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category 2 – Fractions. Students did not utilize manipulatives and/or content-related literature frequently enough to develop understanding of fractions.	5B.1. Mathematics teachers will provide heuristic experiences for students to develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	5B.1. Principal, Grade Chairperson, Mathematics Liaison, Media Specialist	5B.1. Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	5B.1. Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grade three, 44 percent of students in the ELL subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Msathematics Test. It is expected that the number of students making satisfactory progress on the 2013 administration of the FCAT 2.0 Mathematics Test will increase by 14 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 56% (48)	ELL: 70% (60)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category 2 – Fractions. Students did not utilize manipulatives and/or content-related literature frequently enough to develop understanding of fractions.	5C.1. Mathematics teachers will provide heuristic experiences for students to develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Students did not utilize manipulatives and/or content-related literature frequently enough to develop understanding of fractions.	5C.1. Principal, Grade Chairperson, Mathematics Liaison, Media Specialist	5C.1. Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	5C.1. Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

of improvement for the following subgroup:

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grade three, 43 percent of students in the ED subgroup did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Mathematics Test. It is expected that the number of students making satisfactory progress on the 2013 administration of the FCAT 2.0 Mathematics Test will increase by 13 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 57% (93)	ED: 70% (115)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category 2 – Fractions. Students did not utilize manipulatives and/or content-related literature frequently enough to develop understanding of fractions.	5E.1. Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and applications to real world problems.	5E.1. Principal, Grade Chairperson, Mathematics Liaison	5E.1. Mathematics teachers will review data reports after each assessment to ensure students are making sufficient progress. After each quarterly assessment, teachers will utilize intervention resources and strategies to instruct students not progressing in targeted benchmarks.	5E.1. Formative: Baseline Assessment, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0

End of Elementary School Mathematics Goa⟶

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
CCSS	K-2	Trained Mathematics Teachers	K-2 Mathematics Teachers	Monthly Grade Level Meetings	Classroom Observations	Principal, Assistant Principal
Best Practices shared in Professional Learning Community (PLC) sessions, focusing on Next Generation Mathematics Standards, the effective use of manipulatives, and hands-on activities	Pre-K-3	PLC Leader (s)	Pre-K-3 Mathematics Teachers	First Wednesday of each month, from September 5, 2012 to May 22, 2013	PLC Attendance Rosters/Reflections	PLC Leader (s)

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number sense and mathematical operations through the use of manipulatives, mathematics journals, and content-related literature.	Math Journal	Title I	$150.00
			Subtotal: $150.00
			Grand Total: $150.00

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:	In grade three, 19 percent of students achieved a score of 70 percent or higher on the Spring 2012 administration of the District Science Benchmark Assessment Grade 3 Post-Test. It is expected that 20 percent of students in grade three will achieve a score of 70 percent or higher on the Spring 2013 administration of the District Science Benchmark Assessment Grade 3 Post-Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (23)	20% (29)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. After examining the Spring 2012 scores of the District Science Benchmark Assessment Grade 3 Post-Test, it is evident that students in grade three have had limited exposure to hands-on experiences in the Physical Science Reporting Category.	1A.1. Teachers, with the support of the school's science liaison, will provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, and explanation of variables. The results of these activities will be displayed in the school's Science Expo	1A.1. Principal, Science Liaison	1A.1. Review data reports after each quarterly assessment to ensure students are making sufficient progress. Monitor the effective implementation of a heuristic science program, where students are provided multiple opportunities to engage in the scientific process.	1A.1. Formative: Fall District Science Benchmark Assessment Grade 3 Pre-Test and District Quarterly Science Assessments Summative: Spring 2013 District Science Benchmark Assessment Grade 3 Post-Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	
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:	
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
Professional Learning						

	Kdg, First, Second, Third/Science	PLC Leader, Science Liaison	K-3 Teachers	First Wednesday of each month, from September 5, 2012 to May 22, 2013	Edusoft reports from weekly common assessments and classroom visits	Principal, PLC Leader (s), Grade Level Chairs, Science Liaison
Community (PLC) sessions focusing on Next Generation Science Standards						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers, with the support of the school's science liaison, will provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, and explanation of variables. The results of these activities will be displayed in the school's Science Expo.	Materials for Redondo Elementary Science Expo	EESAC	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade three, 48 percent of students scored at a Level 3 or above on the Spring 2012 administration of the District Writing Post-Test. It is expected that 49 percent of students in grade three will score at a Level 4 or above on the Spring 2013 administration of the District Writing Post-Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (67)	49% (69)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. After examining the 2012 District Writing Post-Test data, it is evident that students in grade three have had limited exposure to process writing skills, resulting in a deficiency in Focus and Organization writing traits.	1A.1. Teachers will encourage students to write narratives that include a main idea and characters by using various types of graphic organizers.	1A.1.Principal, Reading Coach	1A.1. Review data reports after each bi-monthly assessment to ensure students are making sufficient progress.	1A.1.Formative: 2012-2013 District Writing Pre-Test, Bi-Monthly Assessments, and 2012-2013 District Writing Mid-Year Test Summative: 2013 District Writing Post-Test
2	1A.2. After examining the 2012 District Writing Post-Test data, it is evident that students in grade three need to practice developing ideas to support their narrative pieces.	1A.2. Teachers will guide students in the usage of specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes, metaphors, personification) to create interest. Teachers will instruct students in the use of the writing process to develop quality writing pieces in response to CCSS Exemplar Texts.	1A.2. Principal, Reading Coach	1A.2. Review data reports after each bi-monthly assessment to ensure students are making sufficient progress.	1A.2.Formative: 2012-2013 District Writing Pre-Test, Bi-Monthly Assessments, and 2012-2013 District Writing Mid-Year Test Summative: 2013 District Writing Post-Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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
CCSS Writing	K-3 Grades	Reading Coach, PLC Leader	K-3 Grades	Teachers Grade Level Planning from September 2012 to December 2012	Review of Writer's Notebook samples/Classroom Observations	Principal, Reading Coach, Grade Level Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will guide students in the usage of specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes, metaphors, personification) to create interest. Teachers will instruct students in the use of the writing process to develop quality writing pieces in response to CCSS Exemplar Texts.	CCSS Writer's Notebook/Journal Writing materials and Supplies	Title I	$450.00
			Subtotal: $450.00
			Grand Total: $450.00

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:	Redondo Elementary School had an average student attendance rate of 95.87 percent for the 2011-2012 school year. It is expected that the level of attendance will increase to 96.37 percent during the 2012-2013 school year.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.87% (697)	96.37% (701)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
215	204
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
147	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	1.1. Health-related issues and inclement weather are factors that adversely affect the school's attendance rate..	1.1. Administrators, teachers, and other staff members will make parents and students aware of valid excused absences through informational literature, workshops, and conferences. Administrators will identify students via the Present and On Time school incentive program, and award Perfect Attendance Certificates during each grading period.	1.1. Administrators, CLS, School Counselor, School Nurse	1.1. Daily and quarterly review of school attendance	1.1. COGNOS Percentage of Attendance District Region School Type Report and COGNOS Attendance Intervention Report
2	1.2. Redondo Elementary School had an average student attendance rate of 95.87 percent for the 2011-2012 school year, which represents a .07 percentage point increase from the 2010-2011 school year.	1.2. Administrators will identify students via the Present and On Time school incentive program, and award Perfect Attendance Certificates during each grading period.	1.2. Administrators	1.2. Daily and quarterly review of school attendance	1.2. COGNOS Percentage of Attendance District Region School Type Report and COGNOS Attendance Intervention 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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Administrators will identify students via the Present and On Time school incentive program.	Present and On Time School Incentive Program materials	EESAC	$400.00
			Subtotal: $400.00
			Grand Total: $400.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	According to the most recent data available, Redondo Elementary School had a suspension rate of 2 suspensions during the 2011-2012 school year. It is expected that the number of suspensions will remain the same or decrease for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	12

	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	11	10

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and parents must have a clear understanding of the Miami-Dade County Public Schools Code of Student Conduct, with emphasis on expected behaviors and related consequences for inappropriate behaviors.	1.1. School will continue to provide a link to the Miami-Dade County Public Schools Code of Student Conduct in its web site; and readily inform parents of any transgressions to the rules delineated in the aforementioned document.	1.1. Principal, Assistant Principal	1.1. Review the Student Case Management Forms (SCMS), with consistent and timely follow-up.	1.1 COGNOS Suspension Reporting

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

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

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

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A Title I School Please, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A Title I School Please, see PIP	N/A Title I School Please, see PIP

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

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	In grade three, four percent of students achieved a score of 70 percent or higher on the Fall 2012 administration of the District Science Benchmark Assessment Grade 3 Pre-Test. It is expected that 20 percent of students in grade three will achieve a score of 70 percent or higher on the Spring 2013 administration of the District Science Benchmark Assessment Grade 3 Post-Test.
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. After examining the Spring 2012 scores of the District Science Benchmark Assessment Grade 3 Post-Test, it is evident that students in grade three have had limited exposure to hands-on experiences in the integration of science, technology, engineering, and mathematics.	1.1. Science teachers will provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Science. Science teachers will engage students in activities to use programs such as Smart Technologies, Discovery Education, SuccessMaker, or the National Library of Virtual Manipulatives, all which include visual	1.1. Principal, Assistant Principal, Mathematics Liaison, Science Liaison	1.1. Review data reports after each quarterly assessment to ensure students are making sufficient progress. Monitor the effective implementation of a heuristic mathematics and science program, where students are provided multiple opportunities to utilize technology and design/develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities.	1.1. Formative: Fall District Science Benchmark Assessment Grade 3 Pre-Test and District Quarterly Science Assessments Summative: Spring 2013 District Science Benchmark Assessment Grade 3 Post-Test

	stimulus to develop conceptual understanding of mathematical concepts, and allow students to build connections between science, engineering, and mathematics through the use of technology.

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						

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading teachers will use real-world documents such as, how- to articles, brochures, fliers and websites; use text features and semantic maps to interpret and organize information. Reading teachers will engage students in Close Analytic Reads of Exemplar Texts, as part of the CCSS reading curriculum. Reading teachers will utilize strategies that help students determine meaning of words by using context clues; they will also teach effective strategies to identify multiple-meaning words.	CCSS Exemplar Texts	Title I	$1,388.97
Reading	Reading teachers will use real-world documents such as, how- to articles, brochures, fliers and websites; use text features and semantic maps to interpret and organize information. Reading teachers will engage students in Close Analytic Reads of Exemplar Texts, as part of the CCSS reading curriculum. Reading teachers will utilize strategies that help students determine meaning of words by using context clues; they will also teach effective strategies to identify multiple-meaning words.	CROSSWalk Coach for the Common Core State Standards	Title I	$1,280.00
				Subtotal: $2,668.97

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading teachers will infuse a variety of instructional techniques through the use of multimedia and programs such as STAR, Accelerated Reader (AR), Reading Plus, and SuccessMaker, to ensure success.	AR/STAR Site License	Title I	$3,278.50
				Subtotal: $3,278.50

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number sense and mathematical operations through the use of manipulatives, mathematics journals, and content-related literature.	Math Journal	Title I	$150.00
Science	Teachers, with the support of the school's science liaison, will provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, and explanation of variables. The results of these activities will be displayed in the school's Science Expo.	Materials for Redondo Elementary Science Expo	EESAC	$300.00
Writing	Teachers will guide students in the usage of specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes, metaphors, personification) to create interest. Teachers will instruct students in the use of the writing process to develop quality writing pieces in response to CCSS Exemplar Texts.	CCSS Writer's Notebook/Journal Writing materials and Supplies	Title I	$450.00
Attendance	Administrators will identify students via the Present and On Time school incentive program.	Present and On Time School Incentive Program materials	EESAC	$400.00
			Subtotal: $1,300.00	
			Grand Total: $7,247.47	

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA	

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

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
Honor Roll/Awards	$500.00
Literacy	$700.00
Present/On Time Incentive Program	$400.00
Red Ribbon	$200.00
Technology	$850.00
Safety Patrols	$100.00
Science Expo	$300.00

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

The Educational Excellence School Advisory Council (EESAC) is instrumental in the development and implementation of the Redondo Elementary SIP. Some of the main functions of the EESAC are:
•Develop and monitor the SIP
•Review EESAC, Title I, and General School budgets
•Sponsor literacy events
•Sponsor discipline/safety programs
•Make recommendations as to which instructional materials/software/hardware are essential to SIP implementation
•Provide a forum for professional discussion of issues that affect student achievement
•Recommend progress monitoring activities related to student achievement as specified by the SIP

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found