FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GOULDS ELEMENTARY SCHOOL

District Name: Dade

Principal: Raul F. Garcia

SAC Chair: Sintia Alexander

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/14/2012

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	Raul F. Garcia	Educational Leadership & Elementary Education	3	7	'12 '11 '10 '09 '08 School Grade B A A A B High Standards Rdg. 36 61 61 71 64 High Standards Math 51 72 65 72 68 Lrng Gains-Rdg. 68 62 62 76 62 Lrng Gains-Math 53 65 75 72 65 Gains-Rdg-25% 95 64 75 67 54 Gains-Math-25% 61 74 81 69 69
Assis Principal	LaJean R. Reed	Educational Leadership & Elementary Education	3	10	'12 '11 '10 '09 '08 School Grade B A C C D High Standards Rdg. 36 61 53 54 57 High Standards Math 51 72 64 62 49 Lrng Gains-Rdg. 68 62 58 59 59 Lrng Gains-Math 53 65 51 67 47 Gains-Rdg-25% 95 64 67 66 54 Gains-Math-25% 61 74 61 80 56

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	Mildreca Robinson	Elementary Education & Reading	4	7	'12 '11 '10 '09 '08 School Grade B A A D D High Standards Rdg. 36 61 61 46 47 High Standards Math 51 72 62 49 47 Lrng Gains-Rdg. 68 62 62 58 51 Lrng Gains-Math 53 65 75 61 47 Gains-Rdg-25% 95 64 75 58 53 Gains-Math-25% 61 74 81 54 57

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	Provide Professional Development opportunities.	Administration & Reading Coach	June 2013	
2	Establish Professional Learning Communities.	Administration & Reading Coach	June 2013	
3	Utilize the Lesson Study Cycle to support instructional practices.	Administration & Reading Coach	June 2013	
4				

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
5	Providing assistance with subject area test preparation. Providing assistance with the completion and proper update of ESOL information.

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
41	9.8%(4)	26.8%(11)	48.8%(20)	14.6%(6)	34.1%(14)	0.0%(0)	9.8%(4)	2.4%(1)	80.5%(33)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale

for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mildreca Robinson	TBA		
Ana Buznego	TBA		

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 after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to elementary students. 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; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinate with Title I and other programs and conducts a comprehensive needs assessment of migrant student 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.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, 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

Title III funds received by Goulds Elementary 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
• parent outreach activities 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
• reading and supplementary instructional materials
• cultural supplementary instructional materials
• 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
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided to applicable students attending Goulds Elementary 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.

Goulds Elementary will utilize the school's guidance counselor as the 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)

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

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) Goulds 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) Goulds Elementary School's 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.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children's Vision Program

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

• Principal
• Assistant Principal
• Reading Coach
• Exceptional Education Teacher
• Guidance Counselor
• School Psychologist
• Media Specialist
• Writing Coach
• Kindergarten Teacher
• First Grade Reading Teacher
• Second Grade Reading Teacher
• Third Grade Reading Teacher
• Fifth Grade Reading Teacher

3. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction
and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The Goulds Elementary School Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

The Goulds Elementary MTSS Leadership Team will meet with Mr. Raul F. Garcia, principal, and the Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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 members of the Goulds Elementary MTSS Leadership Team will utilize the School Improvement Plan as a working document to guide the instructional plan for the 2012-2013 school year. Monthly review of the effectiveness of developed strategies will be a primary focus of the MTSS Leadership Team meetings. Adjustments and revisions will be made to school developed programs, interventions, and initiatives to ensure the effective application of school developed and district developed programs for improving student achievement.

MTSS Implementation

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

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

2. Managed data will include:
Academic
• FAIR assessment
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
• CELLA
• Edusoft
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day per month
- Team Climate surveys
- Attendance
- Referrals to Special Education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns

Describe the plan to support MTSS.

The MTSS support plan includes:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvements efforts.

2. Alignment of policies and procedures across classroom, grade, building, district and state levels.

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

4. Strong, positive and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Goulds Elementary school's Literacy Leadership Team will include the following personnel:
Raul F. Garcia, Principal
LaJean R. Reed, Assistant Principal
Mildreca Robinson, Reading Coach
Pilar Masson, Media Specialist
Doris Florez, Kindergarten Teacher
Jesse Beauvoir, First Grade Teacher
Abdis Suarez, Second Grade Reading Teacher
Andrea Williams, Third Grade Reading Teacher
Rosario Fernandez, Fourth Grade Reading/Writing Teacher
Keisha Hylton-Stewart, Fifth Grade Reading Teacher

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant

in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:
• analyzing the biweekly entries of the reading coaches on the PMRN; and
• monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.
.
Principals will conference with reading coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.

The principal will monitor lesson plans during regular classroom visitations. Principals will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrator.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates a weakness in reading, the principal will encourage the teacher to incorporate reading into their SMART goal which is part of the IPEGS Goal Setting Process. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the district MTSS model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's MTSS team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

Principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! Office provides principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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

2.1 Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

2.2 As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate
academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.

2.3 Students not making mastery will be offered tutorial assistance (before-school, after-school or during the regular school day) from personnel hired to provide tutorial services.

2.4 Student who scored in the lowest 25% on the 2011 FCAT (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.

2.5 Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.

2.6 All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering
implementation of a strategy (attendance, behavior, etc.) will be addressed

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

1. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students to Goulds Elementary. The principal will also meet with the center directors of neighborhood providers.
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood PK teachers will come together with kindergarten teachers in the Fall and Spring for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.
4. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

Goulds Elementary has a mixed population of Kindergarten students entering each academic year. Kindergarten instructors utilize Readiness assessments to monitor student achievement and growth. The Kindergarten screening assessments are used at the opening of school and closing of school to determine student growth. Data generate from the screening process is used to enhance instructional delivery for the upcoming academic school year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 22 percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6 percentage points to 28 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (58)	28% (74)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Due to limited recreational reading, Students lack the vocabulary and prior knowledge necessary to be successful readers.	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships. In addition student will actively participate in the Accelerated Reader Program to build fluency and vocabulary.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 14 percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 17 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (38)	17% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 4, Informational Text/Research process. Students' limited interactions interpreting Real-World documents minimized student achievement.	Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information, this will provide enrichment to students.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 100% of students achieved at or above Level 7 in reading. Our goal for the 2012-2013 school year is to maintain 100 percent student achievement at or above Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' limited interactions interpreting Real-World documents minimized student achievement.	To maintain satisfactory progress and provide enrichment vocabulary will be introduced to students with pictures and print. Pictures will be faded for to enhance	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data	Formative: FAIR data, Monthly Progress Monitoring Assessments Summative: The

| | | long-term comprehension and retention. | | weekly and make recommendations based on needs assessment. | 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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 68 percent of students made learning gains. Our goal for the 2012- 2013 school year is to increase student achieving learning gains by 5 percentage points to 73 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (102)	73% (110)

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<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>1</td><td>As noted on the 2012 administration of the FCAT 2.0 Reading Assessment, the percent of students making learning gains remained the same. The Reporting category of Reading Application was most deficient. Students' limited access to educational technology hindered student progress in this area.</td><td>Update computer lab schedules in order to optimize usage of computers to increase the implementation of SuccessMaker from 30 minutes weekly to 75 minutes weekly, per student. SuccessMaker will be used to improve reading application of all students.</td><td>Administrators, Reading Coach and Literacy Leadership Team</td><td>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.

The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.</td><td>Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments

Summative: 2013 FCAT 2.0 Assessment</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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate that 100 percent of students made learning gains. Our goal for the 2012-2013 school year is to maintain current student performance levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td>1</td><td>Students' limited access to appropriate educational technology hinders student progress.</td><td>Incorporate primary reading educational software into the appropriate computer labs to improve reading skills.</td><td>Administrators, Reading Coach and Literacy Leadership Team</td><td>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make</td><td>Formative: FAIR data, Monthly Progress Monitoring Assessments

Summative: The 2013 Florida</td></tr>
</table>

				recommendations based on needs assessment.	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 95 percent of students made learning gains. Our goal for 2012- 2013 school year is to maintain 95 percent student achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(37)	95%(37)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	45	51	56	62	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Mathematics Assessment indicate that 29 percent of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the Black subgroup proficiency by 11 percentage points to 40 percent. Additionally, 45 percent of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the Hispanic subgroup proficiency by 11 percentage points to 56 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 29% (50) Hispanic: 45% (34)	Black: 40% (70) Hispanic: 56% (42)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	As noted the 2012, the Total, Black, and Hispanic subgroups did not meet adequate yearly progress on the 2012 FCAT Reading Assessment. The Reporting category 4, Informational Text and Research Process. Appropriate and timely placement in intervention groups has been an obstacle.	Utilizing FAIR, SAT-10, and FCAT data, lowest 45 percent students will be identified using multiple data points. These students will be appropriately placed targeted student intervention groups prior to the second week of school and monitored monthly.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment
2	As noted the 2012, the Total, Black, and Hispanic subgroups did not meet AMO on the 2012 FCAT Reading Assessment. The Reporting category 4, Informational Text and Research Process. Appropriate and timely placement in intervention groups has been an obstacle.	Utilizing FAIR, SAT-10, and FCAT data, lowest 45 percent students will be identified using multiple data points. These students will be appropriately placed targeted student intervention groups prior to the second week of school and monitored monthly.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 29 percent of students in the English Language Learners subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency by 23 percentage points to 52 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (7)	52% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT Reading Assessment indicate that English Language Learners struggled to achieve mastery in Reporting Category 1 Vocabulary. Student lack of background knowledge impacted students ability to utilize context clues	Utilize Elements Of Vocabulary in explicit instruction with the targeted students and include it also in the differentiated instruction groups. This is to be done to increase student fluency and vocabulary on grade level text.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 12 percent of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency by 12 percentage points to 16 percent

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	12% (8)	24% (16)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT 2.0 Reading Assessment indicate that Students with Disabilities struggled to achieve mastery in Reporting Category 1 Vocabulary. Student lack of background knowledge impacted students' ability to utilize context clues.	Utilize Elements Of Vocabulary in explicit instruction with the targeted students and include it also in the differentiated instruction groups. This is to be done to increase student fluency and vocabulary on grade level text.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 34 percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 44 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (85)	44% (110)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students had deficiency in Reporting Category 2, Reading Application. This is due to the limited access to Instructional Technologies after school. Therefore limiting their ability to access programs such as Ticket to Read, Reading Plus, FCAT Explorer and Riverdeep. These programs will used to remediate and/ or enrich reading skills	Provide after school access to the computer lab in order to facilitate the students' use of Instructional Technologies such as Ticket to Read, Reading Plus, FCAT Explorer and Riverdeep. Computer-lab sign-in sheets will document student entry and computer generated reports will document student progress.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	K - 5	Reading Coach	Kindergarten through 5th Grade Reading teachers	September 19, 2012 Faculty Meeting	Student and Teacher Data Chats	Literacy Leadership Team
Best Practices using CRISS Strategies	K-5	Reading Coach	Kindergarten through 5th Grade Reading teachers	October, 2012 Grade Level Meetings	Classroom Walk-throughs and student work samples	Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Sharing Best Practices using CRISS strategies to incorporating how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.	CRISS Training Materials	School-Based Budget	$100.00
		Subtotal: $100.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of computer-assisted programs available for student usage	Riverdeep, SuccessMaker, Accelerated Reader	District	$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: $100.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Listening/Speaking Test indicate 38 percent of tested students achieved proficiency.

2012 Current Percent of Students Proficient in listening/speaking:

38% (32)

		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	English Language Learners demonstrate a deficiency in Listening and Speaking skills. This is due to limited meaningful Language Practice.	Provide daily opportunities for Teacher-led groups to enhance communication skills for students. Teacher –led groups will be used to introduce material and conclusions made by individual groups through whole-group, small group and individual student instruction	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading test indicate 20 percent of tested students achieved proficiency.

2012 Current Percent of Students Proficient in reading:

20% (17)

		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	English Language Learners demonstrate a deficiency in Reading skills. This is due to limited use of resources which are used to remediate and/or enrich reading skills.	Provide students the opportunity to practice oral reading through the use of Buddy/Partner Reading. Students will be partnered with students have a better command of Reading comprehension, and additional reading resources.	Administrators, Reading Coach , and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 24 percent of students achieved proficiency.

2012 Current Percent of Students Proficient in writing:

24% (20)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners demonstrate a deficiency in Writing skills. This is due to the limited daily writing practice. Therefore limiting their ability to express themselves in written form.	Provide students with practice writing summaries. ELL students will be taught how to answer Who, What, When, Where, Why and How questions using complete sentences. Students will incorporate newly learned vocabulary to complete the task.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data weekly and make recommendations based on needs assessment.	Formative: FAIR data, District Interim Assessments, Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Assessment.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student use of word banks, Vocabulary journals and quick write writing strategies.	Academic Vocabulary	Title III	$100.00
			Subtotal: $100.00
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: $100.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 33 percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by one percentage point to 34 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (86)	34% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 students was Reporting Category, Numbers: Fractions; grade 4 and 5 students reporting category, Geometry and Measurement. The students' limited access to educational technology hindered student remediation and enrichment at	Update computer lab schedules in order to optimize usage of computers to increase the implementation of SuccessMaker Math from 30 minutes weekly to 75 minutes weekly, per student	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 18 percent of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by one percentage point to 19 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(48)	19%(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	High Standard Level 4 and 5 students displayed an area of deficiency in Reporting category I; Geometry and Measurement as noted on the 2012 FCAT 2.0 Mathematics Assessment. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities	Students will be given enrichment opportunities to utilize inquiry hands-on experiences with grade-level appropriate Geometry and Measurements concepts. In addition, students will apply the use of manipulatives to solve real-life problems.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment Mathematics test indicate that 100% of scored 7 or above in mathematics Our goal for the 2012-2013 school year is maintain the current level of student performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' limited interactions interpreting Real-World documents minimized student achievement.	To maintain satisfactory progress and provide enrichment instructional personnel should use guided discussion to engage students in real-life math problems.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI	Formative: Monthly Progress Monitoring Assessments Summative: The 2013 Florida Alternate

				team will review District Interim Data reports and make recommendations based on needs assessment.	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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 53 percent of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 63 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (79)	63% (94)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 administration of the FCAT 2.0 Mathematics Assessment indicate that the percent of students making learning gains increased by 5 percentage points. Further disaggregation of the data indicates the deficient Reporting Category for grade 3 was Numbers: Fractions; grade 4 and 5 was Geometry and Mesaurement.	To maintain satisfactory progress and provide enrichment instructional personnel should use guided discussion to engage students in real-life math problems.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate that 100 percent of students made learning gains. Our goal for the 2012-2013 school year is to maintain current student performance levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 61 percent of the students in the lowest quartile made learning gains. Our goal for the 2012 -2013 school year is to increase achievement in the lowest quartile by gaining 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (25)	66% (27)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT 2.0 Mathematics Assessment indicate that the number of students in the lowest quartile making learning gains decreased by 13 percentage points. The deficient Reporting category, Number Operation. Students received limited opportunities to participate in small group intervention, as a result affecting learning gains for lowest quartile accountability group.	Identify lowest performing students in grades 3-5 based on instructional needs. In addition provide 45 minute tutoring sessions before or after school 2 times per week. Targeted students will receive additional interventions through Gizmos.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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.	The results of the 2011 FCAT Mathematics Assessment indicate that 50 percent of students in the Black subgroup achieved proficiency. Our goal is to increase the Black subgroup proficiency by 4 percentage points to 54 percent. Additionally, 51 percent of students in the Hispanic subgroup achieved proficiency. Our goal is to increase the Hispanic

Mathematics Goal #5B:	subgroup proficiency by 13 percentage points to 64 percent. Our goal is to increase the Black subgroup proficiency by five percentage points to 59 percent. Additionally, 66 percent of students in the Hispanic subgroup achieved proficiency. Our goal is to increase the Hispanic subgroup proficiency by three percentage points to 69 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 50%(87) Hispanic: 51%(38)	Black: 54%(93) Hispanic: 64% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Hispanic: As noted on the 2012 AMO Report, the Total, Black, and Hispanic subgroups did not meet AMO on the 2012 FCAT Mathematics Assessment. The deficient Reporting Category, Number Operations Students have difficulty conceptualizing Mathematical skills related to Number Operations.	Utilizing baseline and interim assessments and FCAT data, targeted students will be identified. These students will be appropriately placed into to intervention groups prior to the second week of school and monitored monthly. Students will also utilize hands-on manipulatives to help solve real-world problems.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Assessment indicate that 53 percent of students in the English Language Learner subgroup achieved proficiency. Our goal for the 2012-2013 is to increase student proficiency by 1 percentage point to 54 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (12)	54% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT Mathematics Assessment indicate that the English Language Learners subgroup did not meet AMO. The deficient Reporting Category, Number Operations. The English Language	Provide real life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60- minute mathematics instructional block.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

	Learner subgroup lacked an understanding of the Number Operations concept within Real-World Applications.			based on needs assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Assessment indicate that 22 percent of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 34 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(14)	34%(22)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT Mathematics Assessment indicate that the Students with Disabilities subgroup did not meet AMO. The deficient Reporting Category, Number Operations. The Students with Disabilities subgroup lacked an understanding of the Number Operations concept within Real-World Applications.	Provide real life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60- minute mathematics instructional block.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: SuccessMaker Math Cumulative reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011 FCAT Mathematics Assessment indicate that 50 percent of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 53 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (125)	53% (132)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Results from the 2012 FCAT Mathematics Assessment indicate that	Provide after school access to the computer lab in order to facilitate	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and math departmental	Formative: SuccessMaker Math Cumulative

| 1 | the Economically Disadvantaged subgroup did meet AMO. The deficient Reporting Category, Number Operations.

Economically Disadvantaged students had limited access to Instructional Technologies after school. Thus limiting their ability to access programs such as SuccessMaker, FCAT Explorer and Riverdeep | the students' use of Instructional Technologies. | | teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment. | reports

Summative: 2013 FCAT 2.0 Mathematics Assessment |

End of Elementary School Mathematics Goal

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
Effective usage of Math Manipulatives	K-5	Administration	Kindergarten through Fifth grade mathematics teachers	October, 2012 Grade Level meetings	Classroom walkthroughs; Student demonstration of manipulative usage.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize manipulatives to develop an understanding of mathematical – Number Operations and problems concepts.	Math Manipulatives	Title I	$200.00
			Subtotal: $200.00
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: $200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 15 percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6 percentage points to 21 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (15)	21% (21)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency according to three years of trend data has been Physical Science. In order to achieve High Standard proficiency students need to develop higher order thinking skills through the incorporation of science/engineering projects.	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities, and Gizmo Science Labs that reinforce higher order thinking skills. The use of AIMS and Discovery Education as supplemental inquiry curriculum will be infused on a weekly basis.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and science departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: Bi-weekly assessments; Intervention assessments Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 2 percent of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 4 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	4% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to three years of trend data has been Scientific Thinking. In order to achieve High Standard proficiency students need enhance their Scientific Inquiry skills. Students having limited opportunities to conduct inquiry activities, based on Scientific inquiry has hindered student performance.	Provided science enrichment opportunities to students scoring a Level 4 or 5 on the FCAT Reading and Mathematics Assessments. Students will complete Science project based activities will target the Scientific Inquiry in and experimental design Students will also generate their own original lab reports and experiments created by them.	Administrators and Literacy Leadership Team	Following the FCIM model, the Administration and science departmental teachers will review assessment and intervention data weekly and adjust instruction as needed. The MTSS/RtI team will review District Interim Data reports and make recommendations based on needs assessment.	Formative: Bi-weekly assessments; Intervention assessments Summative: 2013 FCAT 2.0 Science Assessment

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

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

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
Discovery Education	K-5	Assistant Principal	Kindergarten through Fifth grade Science Teachers	November 14, 2012	Classroom walk-through documenting the use of conventions.	Administration
Gizmos-Science Labs	4-5	Assistant Principal	Fourth through Fifth Grade Science Teachers	October 10, 2012	Grade level planning sessions; Lab completion schedule	Administration
AIMS & inquiry	4-5	Assistant Principal	Fourth through Fifth Grade Science Teachers	October 26, 2012	Classroom walk-through documenting the use of conventions.	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

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

	1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal for the 2012 -2013 school year is to increase the percentage of students achieving a Level 3 and above by one percentage points.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	92%(68)	93%(69)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Assessment was elaboration. Students require increased exposure to literary devices such as metaphors, similes, personification, and onomatopoeia.	Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with (expression) to assist in writing. as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with (expression) to assist in writing	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the Administration, Reading Coach and writing teachers will review monthly writing assessment and intervention data and adjust instruction as needed. The MTSS/RtI team will review monthly assessment reports and make recommendations based on needs assessment.	Formative: Students' scores on monthly writing assessments Summative: 2013 FCAT 2.0 Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Our goal for the 2013 Florida Alternate Assessment writing is to support the proper usage of writing conventions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	100% (1)

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

			Monitoring	Strategy	
1	Studentn having limited practice with identifying and applying the conventions used in the writing process.	Students will have continuous practice learning concepts of writing and correct usage of conventions. This will be paired with learning how to use graphic organizers with pictures to draft writing ideas.	Administrators, Reading Coach and Literacy Leadership Team	Following the FCIM model, the Administration, Reading Coach and writing teachers will review monthly writing assessment and intervention data and adjust instruction as needed. The MTSS/RtI team will review monthly assessment reports and make recommendations based on needs assessment.	Formative: Monthly Progress Monitoring Assessments Summative: The 2013 Florida Alternate Assessment

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

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

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase the attendance rate by one percentage point.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.89% (576)	94.89% (583)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
226	215
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
238	226

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The attendance rate for the 2011-12 school year was 93.89% increased by 0.3% percent from the previous school year. By creating a school climate where parents, students, and faculty feel welcomed and appreciated will be a major factor minimizing absences due to truancy. Recognizing improved student attendance (absences and tardies) during monthly and quarterly student recognition activities and/or ceremonies throughout the school year, will improve student overall attendance (absences and tardies).	Identify and refer students who attain 10 or more absences or tardies to the Attendance Review Committee(ARC) for intervention services. Goulds Elementary will utilize 2012-2013M-DCPS Truancy Intervention Program.	Assistant Principal, Guidance Counselor	Administration will monitor the percentages of students with 10 or more absences and/or tardies on COGNOS, weekly. In addition, to reviewing the attendance rate of students with excessive absences and/or tardies.	COGNOS attendance reports and daily attendance rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5 Attendance	Community Involvement Specialist & Guidance Counselor	All primary and intermediate teachers, guidance counselor and attendance clerk.	August 17, 2012 Faculty Meeting October 26, 2012 Teacher Planning Day	A Truancy Intervention Plan will be implemented by the Attendance Review Committee. The Assistant Principal will monitor the implementation of the Attendance Incentive and Absence Prevention Plan by teachers and staff.	Assistant Principal and Guidance Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10 percentage points.
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
81	73
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
61	55

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of outdoor suspensions increased from 46 incidents during the 2010-2011 school year to 81 incidents during the 2011- 2012 school year. Students did not completely correlate the relationships between peers and did not seek mediation, conflict-resolution with positive behaviors on a regular.	1.1. Increase in the opportunities to recognize students positive behavior is necessary for a further reduction in the indoor and outdoor suspension totals. Utilizing the Student Code of Conduct, provide incentives for compliance through the use of the Elementary SPOT Success Recognition program.	1.1. Administraton, Community Involvement Specialist and Counselor	1.1. Monitor SPOT Success report by grade level and monitor COGNOS reports on student outdoor and indoor suspension rates.	1.1. Participation logs for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
M-DCPS Code of Student Conduct	Grades K-5	Administration and Guidance Counselor	All primary through intermediate teachers and guidance counselor	August 17, 2012 Faculty Meeting	Utilizing classroom walk-throughs to monitor teacher's enforcement of the Student Code of Conduct. Review Elementary SPOT Success Recognition	Administration and Guidance Counselor

				Reports	

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PIP	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
The Literacy Leadership Team will provide the parents with printed resources at the Instructional Best Practices for Home Learning Parent Professional Development.	Printed instructional guides from the Florida Center for Reading Research	Title I	$100.00
		Subtotal: $100.00	
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: $100.00			

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:	Our goal for the 2012-2013 school year is to increase the total number of students participating in the Science Fair by 5 percentage points.
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	Due to limited opportunities to conduct inquiry activities based in Scientific inquiry has hindered student performance. Therefore, limiting students' abilities to conduct Science Inquiry based activities independently.	Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions and apply key instructional concepts.	Administration and Literacy Leadership Team	Monitor the percentages of students able to write and complete a Science Lab Report on a monthly basis.	Participation logs for students who are recognized for submitting entries into the school's Science Fair

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	Sharing Best Practices using CRISS strategies to incorporating how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.	CRISS Training Materials	School-Based Budget	$100.00
CELLA	Student use of word banks, Vocabulary journals and quick write writing strategies.	Academic Vocabulary	Title III	$100.00
Mathematics	Utilize manipulatives to develop an understanding of mathematical – Number Operations and problems concepts.	Math Manipulatives	Title I	$200.00
Parent Involvement	The Literacy Leadership Team will provide the parents with printed resources at the Instructional Best Practices for Home Learning Parent Professional Development.	Printed instructional guides from the Florida Center for Reading Research	Title I	$100.00
				Subtotal: $500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilization of computer-assisted programs available for student usage	Riverdeep, SuccessMaker, Accelerated Reader	District	$0.00
				Subtotal: $0.00

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The purchase of Supplemental Education Tutoring materials	$2,300.00
The purchase of student incentives for acadmic and attendance recognition.	$533.00

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

The School Advisory Council Plans to develop and monitor the implementation of the School Improvement Plan, support the Supplemental Education needs of the school through the purchase of ancillary materials (i.e., JUMP START, FCAT COACH) and support student incentives throughout the school year, focusing on positive behavior reinforcement of academic achievement and improved attendance (absences and tardies).

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
GOULDS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	72%	96%	32%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	65%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	74% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
GOULDS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	65%	96%	17%	239	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	75%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	81% (YES)			156	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested