

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SCOTT LAKE ELEMENTARY SCHOOL

District Name: Dade

Principal: LaKesha Wilson-Rochelle

SAC Chair: Dianne Davis

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	LaKesha Wilson-Rochelle	Masters of Science- Educational Leadership, Nova Southeastern University  BS- Elementary Education, Florida State University  Certification- Elementary Education, Educational Leadership, State of Florida	1	11	(Scott Lake Elementary 2012, Aventura Waterways K-8 Center '08-'11) '12 '11 '10 '09 '08 School Grade B A A A A AYP No No No No No High Standards Rdg. 45% 80% 83% 76% 81% High Standards Math 38% 78% 79% 80% 84% Lrng Gains-Rdg 64% 69% 75% 71% 73% Lrng Gains-Math 63% 67% 68% 64% 84% Gains-Rdg-25% 62% 64% 65% 61% 73% Gains-Math-25% 71% 62% 59% 58% 89%
		Master's in Educational Leadership  Bachelor's in			(Scott Lake Elementary 2012, Myrtle Grove Elem. '08-'11) '12 '11 '10 '09 '08 School Grade B D C C D AYP No No No No No

Assis Principal	Eduardo Fernandez	Elementary K-6 ESOL Endorsement  Associates in Elementary Education	2	7	High Standards Rdg. 45% 48% 54% 51% 48% High Standards Math 38% 52% 53% 56% 51% Lrng Gains-Rdg 64% 56% 54% 53% 52% Lrng Gains-Math 63% 58% 50% 62% 51% Gains-Rdg-25% 62% 37% 63% 50% 55% Gains-Math-25% 71% 52% 67% 80% 53%
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sherria Isom	Bachelor of Music Education University of Florida  Master of Science Degree Reading Saint Thomas University  Certifications: Reading K-12 Music K-12	1	4	'12 '11 '10 '09 '08 School Grade B C C C F AYP No No No No No High Standards Rdg. 45% 45% 46% 44% 32% High Standards Math 38% 69% 67% 70% 57% Lrng Gains-Rdg. 64% 56% 54% 59% 37% Lrng Gains-Math 63% 56% 53% 90% 50% Gains-Rdg-25% 62% 54% 61% 59% 32% Gains-Math-25% 71% 56% 64% 90% 56%

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Learning Communities	Principal/Assistant Principal	Ongoing	
2	2. Mentoring Programs	Principal/ Assistant Principal	Ongoing	
3	3. Provide/Accommodate Professional Development	Professional Development Liaison	Ongoing	

## 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
None	N.A.

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
41	4.9%(2)	26.8%(11)	39.0%(16)	29.3%(12)	46.3%(19)	56.1%(23)	9.8%(4)	4.9%(2)	41.5%(17)

## 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
Michelle Dorval	Libiana Demorizi	Experienced teacher in the same grade level.	Weekly planning meetings

## 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

Scott Lake Elementary receives Title I funds. The funds are utilized to enhance student achievement. Title I funding will be used to train teachers and staff in research-based strategies to implement appropriate interventions to help low performing students achieve at higher levels. Title I funds are also utilized to hire a part-time Community Involvement Specialist. Also, Title I funds are utilized to purchase a reading coach to develop, lead, and evaluate Scott Lake core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. The coaches identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Additional reading resources such as classroom libraries, computers, intervention reading materials, and supplies to construct classroom centers are also purchased with the funds. 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. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

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

#### 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

Services are provided through the district for education materials and English Language Learners (ELL) district support services to improve the education of immigrant and English Language Learners. ELL students are provided with tutorial programs and behavioral counseling services.

### 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 based on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

### Supplemental Academic Instruction (SAI)

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

### Violence Prevention Programs

Scott Lake Elementary offers various non-violence and anti-drug programs. The school participates in Do The Right Thing Program (DTRT) through the Miami Dade County Public School system. The counselor, teachers, and parents nominate students that are caught engaging in positive activities throughout the school to be acknowledged during morning announcements broadcast. Scott Lake Elementary also takes part in the Gang Resistance Education and Training (GREAT) program through the City of Miami Gardens Police Department, and the Citizens Crime Watch with informational presentations. The Gang Resistance Education and Training (GREAT) eight-week long program raises awareness among 4th-5th grade students to prevent bullying and gang related activities.

### Nutrition Programs

Scott Lake Elementary has been participating for the past three years in the district –wide health program through The Alliance for a Healthier Generation, which is a joint initiative of The American Heart Association and the William J. Clinton Foundation. A wellness committee has been formed to plan and implement various wellness and physical fitness activities throughout the year for staff, students and the community. Additionally, healthy meals will be planned and served during breakfast, lunch time, and staff meetings.

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school received a grant and will be implementing the "What's on The Menu" Fruit and Vegetables Program throughout the 2012-2013 school year.

### Housing Programs

NA

### Head Start

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

### Adult Education

NA

### Career and Technical Education

NA

## Job Training

NA

## Other

Parental Involvement through involving parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center.

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

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrators will provide a shared vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities. The school's Leadership Team will include additional personnel as resources to the team based on specific problems or concerns, as warranted, such as the reading coach, special education personnel, school guidance counselor, school psychologist, school social worker, EESAC members, and community stakeholders. The school's Leadership Team will develop, implement, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically-based curriculum, assessments and intervention approaches. Identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. In addition, the Leadership Team includes the Media Specialist who evaluates and analyzes the computerized STAR Reading and Accelerated Reader reading comprehension programs and disburses the information to the MTSS/RtI Leadership Team and teachers. The Grade Level Chairpersons, who also provide information about core instruction, participate in student data collection, deliver core instruction/intervention, collaborate with other staff to implement supplemental interventions, and integrates Tier 1 materials/instruction with Tier 2 students are also included. The Tier 3 students will receive intensive instruction and/ or behavioral interventions provided in addition to and in alignment with effective core instruction and with supplemental instruction and interventions.

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

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

The team will meet twice a month to collaborate, problem-solve, share effective practices, evaluate implementation, make decisions, and examine new processes and skills. While engaging in the previous activities, the team will review State, District and in-house assessment data generated by Edusoft. The data will be utilized to construct focus calendars that will guide data-driven instructional decisions. Progress monitoring data will be reviewed at the grade level and classroom level to identify students who are not meeting, are meeting or exceeding benchmarks. Based on the above information, the team will identify professional development and other resources.

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?

Describe the role of the school-based MTSS/RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS/RtI Problem-solving process is used in developing and implementing the SIP? The MTSS/RtI Leadership Team will meet with the Educational Excellent School Advisory council (EESAC) to develop and implement the school improvement plan (SIP). The team and council will meet monthly to review the progress of the SIP and make adjustments as needed.

## 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.

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.

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Miami-Dade County Public School Baseline Assessment, Miami-Dade County Public Schools Interim Assessment, Florida Comprehensive Assessment Test (FCAT), Stanford Achievement Test (SAT). Progress Monitoring: Miami-Dade County Public Schools Interim Assessment, Biweekly Benchmark Assessments, Florida Assessment for Instruction in Reading (FAIR), Progress Monitoring Resource Network (PMRN), Edusoft, Midyear: Miami-Dade County Public Schools Interim Assessment, Florida Assessment for Instruction in Reading (FAIR), End of year: SAT, FCAT, Florida Assessment for Instruction in Reading (FAIR), Frequency of Data Days: twice a month for data analysis.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time, professional development days, and small sessions will occur throughout the year.

Describe the plan to support MTSS.

MTSS will be implemented school wide as the primary method for identifying students in need of intervention, therefore, all instructional staff will receive MTSS/RTI training/professional development and will be equipped with resources/mentors to assist in proper implementation.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Scott Lake Elementary Literacy Leadership Team (LLT) members are LaKesha Wilson-Rochelle, Principal; Eduardo Fernandez, Assistant Principal; Sherria Isom, Reading Coach; Rose Toussaint, School Counselor; Mary Anne Karcher-Turrie, Media Specialist; Michelle Dorval, PreK/Kindergarten Grade Chair; Sharmaine Duffie-Johnson, First Grade Chair; Alia Joseph, Second Grade Chair; Dianne Davis, Third Grade Chair; Susan Albaz, Fourth Grade Chair; and Hilleary Joseph, Fifth Grade Chair.

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

The team will meet twice a month to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and examine new processes and skills. While engaging in the previous activities, the team will review State, District and in-house assessment data generated by Edusoft. The data will be utilized to construct focus calendars that will guide data-driven instructional decisions. Progress monitoring data will be reviewed at the grade level and classroom level to identify students who are not meeting, are meeting or exceeding benchmarks. Based on the above information, the team will identify professional development and other resources.

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

The Literacy Leadership Team at Scott Lake Elementary will be involved in the decision making and program implementation of the RTI and the implementation of a school-wide Professional Learning Community (PLC) for reading, writing, mathematics, and science instruction in order to improve and intensify the instruction provided by the teachers. The team will provide strategic and systematic support to the instructional staff in order to increase understanding of the developmental continuum of learning utilizing the two instructional initiatives mentioned above.

## 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.

Pre- Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional, administer the VPK assessment and monitor during the school year. 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 (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. The office staff will distribute the Scott Lake Parent Handbook, which includes Kindergarten preparation information. Additional documents are also available to interested parents throughout the 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.

NA

### \*High Schools Only

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

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

NA

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

NA

### Postsecondary Transition

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

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

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The result of the 2012 FCAT 2.0 Reading assessment indicates that 25% of the students achieved proficiency.  Our Goal for the 2012-2013 school year is to increase the average of the students achieving proficiency by 7percentage points to 32 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (64)	32% (81)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT 2.0Reading was Reporting Category 2-Reading Application	Students will use grade-level appropriated text to focus on what the author thinks and feels. Main idea may be stated or implied. Teachers will employ Reciprocal Teaching to help students apply these strategies across the curriculum. Students should be able to identify a correct summary statement and causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. In addition Educational software, SuccessMaker will be used.	Administration, Reading Coach and Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, weekly teacher generated assessment.  Summative: 2013 FCAT 2.0 Reading Test.

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

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



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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The result of the 2012 FCAT 2.0 Reading assessment indicate that 17% of the students achieved at or above Achievement Levels 4 and 5 in reading.  Our Goal for the 2012-2013 school year is to increase the average of the students achieving at or above Achievement Levels 4 and 5 in reading by 3 percentage points to 20 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (44)	20% (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	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 3- Literary Analysis Fiction/Nonfiction.	Teachers will utilize Reciprocal Teaching and graphic organizers to help students identify and interpret elements of story structure within and across texts. Reading Coach will work with the teachers to help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. 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. Students will utilize Nonfiction supplemental	Literacy Leadership Team	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, weekly teacher generated assessment.  Summative: 2013 FCAT 2.0 Reading Test.

	materials like editorials and magazines to build background knowledge and interpret elements of story structure across texts. In addition Educational software, SuccessMaker will be used.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The result of the 2012 FCAT 2.0 Reading assessment indicates that 64% of the students made Learning Gains in reading.  Our Goal for the 2012-2013 school year is to increase the average of the students making Learning Gains in reading by 5 percentage points to 9%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (103)	69% (111)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 1- Vocabulary.	Students will utilize reading strategies that help students determine meanings of words by using context clues. Instruction will allow students to build their general knowledge of words and word relationships. Teachers will provide students with	Administration, Reading Coach and Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review data bi-weekly and make	Formative: FAIR data, Interim, Voyager checkpoints, weekly teacher generated assessment.  Summative: 2013 FCAT 2.0

1	practice in recognizing word relationships and identifying the multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Students will participate in Voyager reading intervention to target word study skills and decoding skills.	recommendations based on needs assessment.	Reading Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The result of the 2012 FCAT 2.0 Reading assessment indicates that 62% of the Lowest 25% students made Learning Gains in reading.  Our Goal for the 2012-2013 school year is to increase the average of the Lowest 25% students making Learning Gains in reading by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (25)	67% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was	Students will receive differentiated instruction utilizing poetry to practice identifying	MTSS/RtI Team	Following the FCIM Model, administration will review data with the teachers on a monthly	Formative: FAIR data, Interim, Success Maker Reports, weekly

1	Reporting Category 3- Literary Analysis Fiction/Nonfiction.	descriptive language that defines moods and provides imagery. Students will use graphic organizer such as author's toolbox to note how authors use figurative language such as similes, metaphors, and personification, and 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.	basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review data bi-weekly and make recommendations based on needs assessment.	teachers' generated assessment.  Summative: 2013 FCAT 2.0 Reading Test.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The result of the 2012 FCAT 2.0 Reading assessment indicates that 55% of the students achieved non-proficient levels in reading. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	63	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The result of the 2012 FCAT 2.0 Reading assessment indicate that 57% of the students in the subgroup by ethnicity did not make satisfactory progress in reading.  Our Goal for the 2012-2013 school year is to increase the average of the students in the subgroup by ethnicity not making satisfactory progress in reading by 10 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (101)	Black: 53%(125)

**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	White: NA Black: Data indicated that the Black subgroup required assistance with reading category 1 Vocabulary Hispanic: NA Asian: NA American Indian: NA	Students will utilize semantic graphic organizers to help students determine meaning of words by using context clues. Teachers will provide students with practice in recognizing word relationships. Students will also complete vocabulary Success Maker courses to target vocabulary gaps.	Administration, Reading Coach and Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, Success Maker Reports, weekly teachers' generated assessment.  Summative: 2013 FCAT 2.0 Reading Test.

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

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

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:	NA
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
1	NA	NA	NA	NA	NA

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 result of the 2012 FCAT 2.0 Reading assessment indicate that 56% of the Economically Disadvantaged students did not make satisfactory progress in reading.  Our Goal for the 2012-2013 school year is to decrease the average of the Economically Disadvantaged students not making satisfactory progress in reading by 9 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (136)	64% (145)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data indicated that the Economically Disadvantaged students required assistance with reading category 1, Vocabulary.	Students will complete daily vocabulary Success Maker courses to target personalized paths for essential mastery in vocabulary gaps.	Administration, Reading Coach and Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, Success Maker Reports, weekly teachers' generated assessment.  Summative: 2013 FCAT 2.0 Reading Test.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching Strategies	ALL	Reading Coach	3-5	October 2012	Evidence of strategies in lesson plan and student performance.	Administration.
Text Complexity Qualitative Vs. Quantitative	ALL	Reading Coach and Teachers	3-5	November 2012	Evidence of strategies in lesson plan and student performance.	Administration.
Student Engagement	ALL	Reading Coach and Teachers	3-5	February 2012	Evidence of strategies in lesson plan and student performance.	Administration and LLT

Reading 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 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 result of the 2012 CELLA Listening/Speaking assessment indicates that 25% of the students scored at proficient level in the Listening/Speaking portion of the CELLA.  Our Goal for the 2012-2013 school year is to increase the average of the students scoring at proficient level in the Listening/Speaking portion of the CELLA by 5 percentage points to 30%.			
2012 Current Percent of Students Proficient in listening/speaking:					
25% ( 5)					
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 data demonstrated that students require additional support and experience in speaking.	Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful.	Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The Rtl Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, weekly teachers' generated assessment.  Summative: 2013 CELLA Test.

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 result of the 2012 CELLA Reading assessment indicates that 15% of the students scored at proficient level in the Reading portion of the CELLA.  Our Goal for the 2012-2013 school year is to increase the average of the students scoring at proficient level in the Reading portion of the CELLA by 5 percentage points to 20%.
2012 Current Percent of Students Proficient in reading:	
15% (3)	

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 data demonstrated that students required assistance in decoding and reading fluency in order to increase comprehension.	Students will utilize the Comprehensive Research-based Reading Plan (CRRP) task cards as visual aids to assist in the demonstration of specific comprehension skills being targeted. The teacher will utilize these cards to assist in structuring the lesson and making it meaningful for the students. Bilingual dictionaries will be available for students to use during the school day.	Administration, Reading Coach and Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, weekly teachers' generated assessment.  Summative: 2013 CELLA Test

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 result of the 2012 CELLA Writing assessment indicates that 15% of the students scored at proficient level in the Listening/Speaking portion of the CELLA.

Our Goal for the 2012-2013 school year is to increase the average of the students scoring at proficient level in the Writing portion of the CELLA by 5 percentage points to 20%.

2012 Current Percent of Students Proficient in writing:

15% (3)

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 data demonstrated that students required assistance in producing complete sentences using adequate punctuation mark.	Students will utilize dialogue journals to record written responses in which the teacher and the student communicate regularly.	Administration, Reading Coach and Literacy Leadership Team.	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students' progress and adjust instruction as needed. The MTSS/RtI Team will review writing journals and data bi-weekly and make recommendations based on needs assessment.	Formative: District Writing Assessment, writing journals, Interim, weekly teachers' generated assessment.  Summative: 2013 CELLA Test.



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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The result of the 2012 FCAT 2.0 Mathematics assessment indicates that 23 % of the students achieved proficiency.  Our Goal for the 2012-2013 school year is to increase the average of the students achieving proficiency by 10 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (57)	33% (83)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are frequently unable to determine the steps, strategies, and operations they must use in solving mathematics problems.	Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	Assistant Principal	Monitor student proficiency trends in mathematics word problems through data chats conducted by teachers and administrators following the administration of District Mathematics Interim Assessments. The FCIM model will be used to determine needs for increasing proficiency.	Formative: District Mathematics Interim assessments and in-house mathematics assessments.  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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The result of the 2012 FCAT 2.0 Mathematics assessment indicate that 13 % of the students achieved at or above Achievement Levels 4 and 5 in Mathematics.  Our Goal for the 2012-2013 school year is to increase the average of the students achieving at or above Achievement Levels 4 and 5 in Mathematics by 5 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (34)	18% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students frequently fail to make meaningful connections between mathematics concepts and real-world situations.	Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. Use of FCAT Explorer for interactive mathematics activities.	Assistant Principal.	Monitor student proficiency trends in mathematics word problems through data chats conducted by teachers and administrators following the administration of District Mathematics Interim Assessments. The FCIM model will be used to determine needs for increasing proficiency.  Monitor FCAT Explorer usage reports.	Formative: District Mathematics Interim assessments and in-house mathematics assessments.  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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

	The result of the 2012 FCAT 2.0 Mathematics assessment
--	--

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	indicates that 63% of the students made Learning Gains in Mathematics.  Our Goal for the 2012-2013 school year is to increase the average of the students making Learning Gains in Mathematics by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (100)	68% (108)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students deficient in basic computation skills.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals through the use educational software, SuccessMaker Mathematics, on a daily basis in addition to the required 60-minute mathematics block to reinforce basic computation skills.	Assistant Principal	Monitor student proficiency trends in mathematics word problems through data chats conducted by teachers and administrators following the administration of District Mathematics Interim Assessments. The FCIM model will be used to determine needs for increasing proficiency.  SuccessMaker Mathematics user reports will be monitored.	Formative: District Mathematics Interim assessments and in-house mathematics assessments.  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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The result of the 2012 FCAT 2.0 Mathematics assessment indicates that 71% of the Lowest 25% students made Learning Gains in Mathematics.  Our Goal for the 2012-2013 school year is to increase the average of the Lowest 25% students making Learning Gains in Mathematics by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (29)	76% (31)

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 performing below grade level in mathematics lack knowledge of basic mathematic concepts	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide pull-out small group intervention in mathematics in addition to the required 60-minute daily mathematics block.	Assistant Principal	Intervention group attendance will be monitored weekly. Student progress will be monitored using the FCIM and adjustments will be made as needed.  Assessment scores for students receiving mathematics intervention will be reported separately as a custom group.	Formative: District Mathematics Interim assessments and in-house mathematics assessments.  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 # The result of the 2012 FCAT 2.0 Mathematics assessment indicates that 62% of the students achieved non-proficient levels in mathematics.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2011 - 2012 FCAT 2.0 Mathematics Test indicates that 37% of students in the Black subgroup achieved proficiency in Mathematics. Our goal is to increase student proficiency by 13 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 37% (87)	Black: 50%(118)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As less funds are available to public schools, the means to fund interventions with fidelity including interventions, supplemental materials and tutors has been impacted.	Engage students in activities utilizing technology programs and computer lab to ensure maximum usage of computer assisted programs such as Success Maker, FCAT explorer, and Gizmos.	Assistant Principal	Review Tri-Weekly assessment data reports, and student's generated work to adjust instruction as needed to ensure maximum progress is being made and students are gaining an understanding of programs, instruction and the delivery of the lessons being taught.	Formative: Tri-Weekly Assessments Summative: 2013 FCAT 2.0 Mathematics Test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
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
1	NA	NA	NA	NA	NA

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:	NA
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
1	NA	NA	NA	NA	NA

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 - 2012 FCAT 2.0 Mathematics Test indicates that 37% of students in the Black subgroup achieved proficiency in Mathematics. Our goal is to increase student proficiency by 14 percentage points to 51%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (82)		51% (113)			
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	Due to time and budget constrains the intervention program for Math did not begin early in the school year. This might have negatively affected its outcome.	Identify Economically Disadvantaged students in a timely manner and group them based on instructional needs. Use data to provide curriculum-based intervention during their mathematics instruction block. Additionally, students will participate in the school-wide Saturday Academy for Math for 2 hours every week.	Leadership Team	Review data generated from Monthly Reports to ensure intervention strategies are adjusted as applicable. Conduct grade level Data Chats to determine progress made towards benchmarks goals.	Formative: Tri-Weekly Assessments Summative: 2013 FCAT 2.0 Mathematics Test

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Mathematics Test Item Specifications	3 – 5 Mathematics	Mathematics Liaison	Mathematics teachers in grades 3 – 5.	October 2012	Monitor weekly use of FCAT 2.0 Mathematics Test Item Specifications	Assistant Principal

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		On the 2011 administration of the Science FCAT, 26% of the students achieved proficiency (FCAT Level 3). Our goal for the 2011-2012 School Year is to increase Level 3 proficiency by 5 percentage points to 31%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26%(25)		31%(30)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 Science FCAT 2.0 Test was Physical Science. Students need to be exposed to more hands- on activities and the vocabulary correlated to Physical Science in order to increase levels of proficiency.	Provide students with many opportunities to interpret and analyze scientific data and concepts during hands on lab activities and classroom discussions to reinforce higher order thinking skills. In addition, increase students' scientific vocabulary.	Assistant Principal	Data Chats including fifth grade science teachers and administrators will be conducted to review District Science Assessment data in order to monitor students' progress. The FCIM will be used to make adjustments to instruction as needed.	Formative: District Science Interim Assessments  Monthly Science In-House Assessments  Summative: 2013 FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	
2013 Expected Level of Performance:	



Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 administration of the Science FCAT, 9% of students scored above proficiency (FCAT 2.0 Level 4 and 5). The expected level of performance for 2013 is 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (7)	10% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to develop higher order thinking skills and know how to apply it to real world situations in order to increase levels of proficiency.	Provide students the opportunity to design experiments using the scientific method throughout science courses while teachers incorporate the scientific method through more inquiry-based laboratory activities, field experiences, and classroom discussions.	Assistant Principal	Data Chats including fifth grade science teachers and administrators will be conducted to review District Science Assessment data in order to monitor students' progress. The FCIM will be used to make adjustments as needed.	Formative: District Science Interim Assessments  Monthly Science In-House Assessments  Summative: 2013 FCAT 2.0 Science Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
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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
FCAT 2.02.0 Science Test Item Specifications	Fifth/Science	Science Liaison	Fifth grade Science Teachers	September 2012	Monitor weekly use of FCAT 2.0 Science Test Item Specifications	Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The result of the 2012 FCAT 2.0 Writing assessment indicates that 85% of the students achieved Level 3.0 or higher in writing.  Our Goal for the 2012-2013 school year is to increase the average of students achieving Level 3.0 or higher in writing by 2 percentage points to 87%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (69)	87% (70)

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 in the 2012 administration of the FCAT 2.0 Writing quality of details and support and word choice.	Students will keep a writing journal to practice skills utilizing specific and relevant supporting details that clarify the meaning and increase control of the quality of details while answering to a given monthly prompt. Teachers will conference with the students on a one-to-one basis to discuss writing response and target areas needing improvement. Reading Coach will meet with the students on a monthly basis to target mini lessons addressing quality of details and word choice.	Literacy Leadership Team	Monthly Writing Prompt utilizing FCAT 2.0 Writing Rubric.	Formative: Monthly Writing assessment and District Writing assessment.  Summative: 2013 FCAT 2.0 Writing.

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

Problem-Solving Process to Increase Student Achievement

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Instructional Practices: Adding quality details and word choice.	4	Curriculum Support Specialist	School-Wide	October 4, 2012	Evidence of Writing Strategies in Lesson Plans.	Administration.

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:	For the 2012 – 2013 school year, the attendance goal is to maintain a daily attendance rate of 95 percent or higher on average.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.85% (554)	97.35% (557)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
120	114

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
206		196			
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	Absences due to truancy. Many parents schedule vacations or family events during school days and do not bring students to school	Identify students with 5 or more unexcused absences to the Attendance Committee and Guidance Counselor for intervention. While disseminating the School Board's policy on excused versus unexcused absences.	Assistant Principal Guidance Counselor	Report to the faculty at faculty meetings and monitor weekly updates between the counselor and administration.	Daily Attendance Roster Intervention Logs
2	Students arrive late to school due to their parent(s)' work schedule.	Disseminate to parents information in the form of flyers or letters sent home detailing the importance of arriving at school on time so as to not miss any instructional time.	Assistant Principal School Counselor	Report to the faculty at faculty meetings and monitor weekly updates between the counselor and administration.	Daily Attendance Roster Intervention Logs

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	All	Assistant Principal	All classroom teachers	October 2012	Monitor student attendance reports	Assistant Principal

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:	For the 2012 – 2013 school year, the suspension goal is to decrease the total number of suspensions issued to students receiving Special Education Services.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
1	1				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
1	1				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
25	28				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
17	15				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students under the Emotional/Behavioral Disability exceptionality engage in behaviors resulting suspension from school as required by the Code of Student Conduct.	Develop and employ alternative to suspension strategies/plan in order to address behavior concerns as well as avoid outdoor suspension in a proactive versus reactive manner. Instruct students on the Code of Student Conduct.	Assistant Principal	Monitor monthly suspension report  Spot Success program	Suspension quarterly 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
Alternative to Suspension Strategies	All (SPED)	School Counselor	SPED Teachers	October 2012	Monitor use of Alternative to Suspension Strategies	Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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				

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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



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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			For the 2012 – 2013 school year, the STEM goal is to increase awareness in the STEM areas of instruction.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need support and assistance in completing Science Fair projects.	Students will receive ongoing instruction in the scientific process. Students will also complete scientific labs and exploration on an ongoing basis.	Assistant Principal	Monitor participation rate	School Science Fair participation, entries into the District Science Fair, completed labs.

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



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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Expansion of school leadership team (purchase of additional grade level chairpersons).	\$3,000.00

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

- Monitor the implementation of the School Improvement Plan.
- Decide on expenditure of EESAC funds available to enhance student achievement.
- Monitor effectiveness of purchasing additional grade level chairperson stipends.



# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Dade School District SCOTT LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	66%	95%	35%	260	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	66%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	73% (YES)	73% (YES)			146	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					535	
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 SCOTT LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	65%	87%	22%	240	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	67%	51%			118	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	61% (YES)	35% (NO)			96	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					454	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested