FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ENEIDA M. HARTNER ELEMENTARY SCHOOL

District Name: Dade

Principal: Derick R. McKoy

SAC Chair: Jennifer Reyes

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/9/2012

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	DERICK R. MCKOY	CHEMISTRY, BIOLOGY, MIDDLE GRADES, ED LEADERSHIP	2	13	'12 '11 '10 '09 '08 School Grade B A D D F AMO N/A N/A N/A N/A High Standards Rdg. 42 64 17 20 14 High Standards Math 48 71 47 50 42 Lrng Gains-Rdg. 72 67 38 19 37 Lrng Gains-Math 68 68 72 73 67 Gains-Rdg-25% 94 61 72 57 44 Gains-Math-25% 75 77 72 75 72
Assis Principal	LIZETTE BLANCO	ESOL, MNTL HNDCP, SCHOOL PRINCIPAL	4	5	'12 '11 '10 '09 '08 School Grade B A A A B AMO N/A N/A N/A N/A High Standards Rdg. 42 64 65 63 58 High Standards Math 48 71 68 79 72 Lrng Gains-Rdg. 72 67 72 68 63 Lrng Gains-Math 68 68 71 72 75 Gains-Rdg-25% 94 61 67 63 67 Gains-Math-25% 75 77 65 77 67

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	ILIANA ALBUQUERQUE -MORENO	PRIMARY, ELEM. ED., ESOL, ED. LEADERSHIP	1	1	'12 '11 '10 '09 '08 School Grade B A A A A AMO N/A N/A N/A N/A High Standards Rdg. 42 94 95 85 84 High Standards Math 48 95 94 89 87 Lrng Gains-Rdg. 72 73 75 77 70 Lrng Gains-Math 68 69 75 77 71 Gains-Rdg-25% 94 76 77 70 72 Gains-Math-25 75 78 76 77 66

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide Professional Development	Professional Development Liaison	June 7, 2013	
2	2. Provide Professional Learning Communities	Professional Development Liaison	June 7, 2013	
3	3. Participate in the Teacher Mentoring Program	Administration	June 7, 2013	
4	4. Provide teachers with in house leadership roles	Administration	June 7, 2013	

Non-Highly Effective Instructors

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

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

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
40	0.0%(0)	15.0%(6)	55.0%(22)	30.0%(12)	45.0%(18)	100.0%(40)	5.0%(2)	7.5%(3)	77.5%(31)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

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

Eneida Hartner Elementary School will ensure services are provided to students requiring additional remediation and are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program including a Community Involvement Specialist; 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

Eneida M. Hartner 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, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Eneida M. Hartner Elementary School ensures that services are coordinated with district Drop-out Prevention program

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 are used at Eneida M. Hartner Elementary to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities through school CIS and the Bilingual Department(K-12)
• professional development on best practices for ESOL and content area teachers (K-12)
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above mentioned services will be provided should funds become available for the 2012-2013 school year.

Title X- Homeless

Eneida M. Hartner Elementary School ensures that:
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Eneida M. Hartner Elementary School ensures that:
• 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 TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.
• Trust Specialists Focus and Elementary School Counselor on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
In accordance with the Florida Statute "Jeffrey Johnston Stand Up for All Students Act and the Miami Dade County Public School Policy Against Bullying and Harassment, the Bullying and Violence Prevention Curriculum will be implemented in all grade levels Pre-K through 5th to increase awareness, prevention and education in order to promote a safe school environment. An anonymous bullying and harassment reporting system will be in place in addition to individual counseling referrals as needed.

Nutrition Programs

Nutrition Programs
1) Eneida M. Hartner Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Eneida M. Hartner Elementary provides nutrition education, as per state statute, and is taught through physical education.
3) Eneida M. Hartner Elementary participates in the School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect:
• 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.

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

Eneida M. Hartner Elementary School increases 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.

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

Eneida M. Hartner Elementary School completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 REV. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey distributed to schools by Title I Administration, is to be completed by parents/families 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.

The MTSS/RtI Leadership Team will consist of the following:
Principal
Assistant Principal
Reading Coach
Math Leader
Science Leader
School Counselor
Social Worker
School Psychologist
Speech/ Language Pathologist
General Education Teachers

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 once a month and the MTSS/RtI will focus discussion on the question, "What can be done to assist our students to be the best students that they can be?" The MTSS/RtI Team will monitor students' progress based on teacher instruction using the Sunshine State Standards, data from assessments and behavioral performance of students.

The MTSS/RtI 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?
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold meetings at least once a month or on an as needed basis.
4. Maintain communication with staff for input and feedback, as well as updating then 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.
Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council to develop the School Improvement Plan(SIP). Additionally, faculty and staff provided input in the development of the SIP through the End-of-Year Review form and professional conversations. After reviewing the input from the MTSS/RtI Leadership Team, a sub-committee was formed to complete the SIP.

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

The MTSS/RtI Problem-Solving process will consist of defining the problem through observation and/or gathering of data. The MTSS/RtI Team will assist in analyzing the problem, identify barriers to solving the problem and will also develop an intervention plan to be implemented and progress monitored. Using the stakeholders of the MTSS/RtI Team an evaluation of the results will occur. The questions to be addressed are; "How well did the students respond?" and "Does the problem still exist?"

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:
• 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 (PMRN)
• Interim assessments (Edusoft)
• FCAT
• Student grades (electronic grade book)
• School site specific assessments

Behavior
• Student Case Management System (ISIS)
• Detentions
• Suspensions (ISIS)
• Referrals by student behavior, staff behavior, and administrative context (ISIS)
• Attendance (electronic grade book)
. Referrals to special education programs (ISIS)

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Derick McKoy, Principal
Lizette Blanco, Assistant Principal
Iliana Albuquerque-Moreno, Reading Coach
Linda Smith, Media Specialist
Cassandra Holmes, Primary Teacher
Shekina Chatman, Intermediate Teacher
Rima Rodriguez, Intermediate Teacher
Al Lawrence, ESOL Teacher
Maria Baeza, Writing Facilitator
Jerome Butler, Math Liaison
Clidia Gonzalez, Intermediate/SPED Teacher

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The LLT will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually, (3)weekly early release days for elementary teachers, and (4) daily planning time for all teachers that may be used for grade group/department meetings. Additionally, the LLT may provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's IPDP.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/5/2012)

*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 the 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 teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program 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.

Eneida M. Hartner Elementary has a plan in place where preschool children from area preschools visit the school on various occasions throughout the school year. Students are introduced and exposed to the elementary school program. Kindergarten students are given the School Readiness Uniform Screening System (SRUSS) which is administered during the first 30 days of the school year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skill and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicates 21%(57) of students achieved level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(57)	29%(79)

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 development in grade 3 as noted on the 2012 FCAT 2.0 Reading test was Category 2 Reading Application. Students demonstrate difficulty in identifying text structure and explaining how it impacts meaning in text.	Use grade-level appropriate texts that will allow students opportunities to identify text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will monitor ongoing assessments focusing on students' ability to identify and explain text structure.	Formative: Student work samples and Interim Assessments Summative: 2013 FCAT 2.0 Reading Test
2	The area of development in grades 4 and 5 as noted on the 2012 FCAT 2.0 Reading test was Category 3 Literary Analysis Fiction/Non Fiction. Students demonstrate difficulty in identifying and explaining the use of descriptive, idiomatic and figurative language.	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.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will monitor ongoing assessments focusing on students' ability to identify and explain the use of figurative language.	Formative: Student work samples and Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require multiple reads of a selection prior to responding to comprehension questions.	Use read-alouds, auditory tapes and text readers that provide print with visuals and/or symbols	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will monitor ongoing assessments focusing on students' ability to respond to reading comprehension questions.	Formative: Student work samples and assessments

Summative: 2013 Florida Alternate Assessment 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:

| 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 20% (54) of students achieved levels 4 and 5 proficiency.

Our goal for 2012-2013 is to increase levels 4 and 5 student proficiency by 3 percentage points to 23%(63). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 20% (54) | 23% (63) |

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 FCAT 2.0 Reading test was Category 4 Informational Text/Research Process. Students lack the necessary skills to read and organize text features to perform a task.	Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information	Principal Assistant Principal	Following the Florida Continuous Improvement model the school will monitor ongoing classroom assessments focusing on referencing and research skills to determine students' ability to locate interpret and organize information.	Formative: Student work samples and Interim Assessments

Summative: 2013 FCAT 2.0 Reading Test |

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

| 2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require multiple reads of a selection prior to responding to comprehension questions.	Students should be guided to read fiction, nonfiction and informational test to identify the differences.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will monitor ongoing assessments focusing on students' ability to respond to reading comprehension questions.	Formative: Student work samples and assessments Summative: 2013 Florida Alternate Assessment 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT2.0 Reading Test indicate 72% (122) of students made learning gains. Our goal for 2012-2013 is to increase student achieving learning gains by5 percentage point to 77%(131).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (122)	77%(131)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains in Reading will increase by 5 percentage points as compared to the 2013 FCAT 2.0 Reading Test. Limited time for students to utilize technology with fidelity has hindered progress	Create and implement a schedule where students will utilize SuccessMaker program daily for 15 to 20 minute sessions.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will review SuccessMaker Reports to ensure students are making adequate progress	Formative: SuccessMaker reports 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require multiple	Use read-alouds, auditory	MTSS/RtI	Following the Florida	Formative:

1	reads of a selection prior to responding to comprehension questions.	tapes and text readers that provide print with visuals and/or symbols.		Continuous Improvement model the school will monitor ongoing assessments focusing on students' ability to respond to reading comprehension questions.	Student work samples and assessments Summative: 2013 Florida Alternate Assessment 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:

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 94% (41) of students in the lowest 25% made learning gains. Our goal for 2012-2013 is to increase the number of students in the lowest 25% making learning gains by1 percentage point to95%(42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (41)	95% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains in Reading increased by 33 percentage points. Lack of training on the new SuccessMaker Intervention is an anticipated barrier for the 2012-2013 school year.	Create and implement an intervention schedule where students will be provided with SuccessMaker Interventions for 30 minute sessions	MTSS/RtI	Following the Florida Continuous Improvement model the school will review SuccessMaker Reports to ensure students are making adequate progress	Formative: SuccessMaker reports Summative: 2013 FCAT 2.0 Reading Test

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

	Reading Goal #
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Our goal is to decrease by 50% the non-proficient students from the baseline 2011 to the administration of the 2017 FCAT 2.0. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	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 results of the 2012 FCAT2.0 Reading Test indicated 45% (32)of students in the Black subgroup achieved proficiency. Our goal is to increased student proficiency b11 percentage points to 56% (40). Additionally, 40% (80) of students in the Hispanic subgroup achieved proficiency. Our goal is to increased student

	proficiency by 13 percentage points to53%(105).

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 45%(32) Hispanic: 40%(80)	Black: 56% (40) Hispanic: 53%(105)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Black subgroup failed to make satisfactory progress. Interventions were not provided with fidelity. Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Hispanic subgroup failed to make satisfactory progress. Interventions were not provided with fidelity.	Provide before school computer lab sessions to allow students additional opportunities to work on SuccessMaker interventions.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will monitor SuccessMaker reports	Formative: FAIR, Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the2012 FCAT2.0 Reading Test indicate that 35% (30) of students in the ELL subgroup achieved proficiency. Our goal is to increased student proficiency by 8 percentage points to 43% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (30)	43% (37)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test the ELL subgroup did not make satisfactory progress. Lack of student attendance in after school tutorials hindered progress of ELL students.	Provide afterschool tutorial one day per week utilizing SuccessMaker. In order to increase student attendance, a snack will be provided each session and periodic parent contact will be made by the Community Involvement Specialist.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will MTSS/RtI team will meet monthly to monitor student progress and the effectiveness of SuccesMaker using data reports.	Formative: FAIR, Interim Assessments, SuccessMaker Reports 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the2012 FCAT2.0 Reading Test indicate that 19% (7) of Students with Disabilities achieved proficiency. Our goal is to increased student proficiency by 19 percentage points to 38% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (7)	38% (14)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test the Students with Disabilities failed to make satisfactory progress. Interventions were not provided with fidelity.	Provide before school computer lab sessions to allow students additional opportunities to work on SuccessMaker interventions.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will MTSS/RtI team will meet monthly to monitor student progress and the effectiveness of SuccesMaker using data reports.	Formative: FAIR, Interim Assessments, SuccessMaker Reports 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT2.0 Reading Test indicate that 40% (105) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 53% (139).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (105)	53% (139)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 Reading Test, ED students did not make satisfactory progress. Students lack motivation in reading daily of 30 minutes.	Implement a school wide AR incentive program to build on students reading fluency and comprehension. In addition, teachers will hold students accountable for 30 minutes daily by assigning students an academic letter grade based on the AR performance.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will review and monitor AR reports to ensure students are making adequate progress.	Formative: AR tests, FAIR, Interim Assessments Summative: 2013 FCAT 2.0

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker Intervention	K-5	Reading Coach	K-5 Teachers	September 17, 2012	SuccessMaker Reports	Principal and Assistant Principal
SuccessMaker Repotrs	K-5	SuccessMaker Representative	K-5 Teachers	October 5, 2012	SuccessMaker Reports	Principal and Assistant Principal
Common Core Professional Learning Community	K-3	Reading Coach	K-3 Teachers	September 2012 – June 2013	Lesson Plans and observations	Principal and Assistant Principal
School-Wide AR Program and Incentive Plan	K-5	Reading Coach and Media Specialist	All teachers	August 16, 2012	AR Reports	Principal and Assistant Principal
AR Reports and Renaissance Learning	K-5	Media Specialist	K-5 teachers	September 26, 2012	AR Repotrs	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide afterschool tutorial one day per week utilizing SuccessMaker	Instructional staff for tutorial program	Title III	$5,000.00
Provide before school computer lab sessions to allow students additional opportunities to work on SuccessMaker interventions.	Instructional staff for tutorial program	SBBS	$660.00
		Subtotal: $5,660.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a school wide AR incentive program to build on students reading fluency and comprehension. In addition, teachers will hold students accountable for 30 minutes daily by assigning students an academic letter grade based on the AR performance.	Renaissance Learning program for students to take AR tests	Title I	$5,800.00
		Subtotal: $5,800.00	
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
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.	Exemplar text to supplement for Common Core Standards	Title I and SBBS	$4,845.00
Implement a school wide AR incentive program to build on students reading fluency and			

comprehension. In addition, teachers will hold students accountable for 30 minutes daily by assigning students an academic letter grade based on the AR performance.	Student incentives to increase the usage of AR school-wide.	EESAC	$1,000.00
In order to increase student attendance, a snack will be provided each session and periodic parent contact will be made by the Community Involvement Specialist.	Snacks for afterschool tutorial	PTA	$500.00

Subtotal: $6,345.00

Grand Total: $17,805.00

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:	Based on the 2012 CELLA administration, 37% (73) of ELL students were proficient in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

37%(73)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of deficiency in Listening as noted on the 2012 CELLA assessment was the lack of academic English acquisition of the ELL students.</td><td>ELL students will listen to reading stories on tape or CDs to increase listening skills. Additionally, they will be asked who, what, when questions to assist with comprehension.</td><td>MTSS/RtI team</td><td>Review formative data reports to monitor student progress using the Florida Continuous Improvement (FCIM) and adjust instruction according to data.</td><td>Formative: Mini Benchmark Assessments that require Speaking.

Summative: 2013 CELLA Assessment</td></tr>
<tr><td>2</td><td>The area of deficiency in Speaking as noted on the 2012 CELLA assessment was the lack of academic English acquisition of the ELL students.</td><td>ELL students will be encouraged to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary</td><td>MTSS/RtI team</td><td>Review formative data reports to monitor student progress using the Florida Continuous Improvement (FCIM) and adjust instruction according to data.</td><td>Formative: Mini Benchmark Assessments that require Listening.

Summative: 2013 CELLA Assessment</td></tr>
</table>

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:	Based on the 2012 CELLA administration, 23% (46) of ELL students were proficient in Reading.

2012 Current Percent of Students Proficient in reading:

23% (46)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in Reading as noted on the 2012 CELLA assessment was the lack of. Visualization.	ELL students will learn to retell in their own words and correctly sequence the events of the story. Students can use visuals such as pictures or story maps as components of the retell. The teacher should model a retell with a brief passage and then move on to more complex text. Retells can be for expository as well as narrative text. Students can practice retelling in partners or groups with others who have read the same text.	MTSS/RtI Team	Review formative data reports to monitor student progress using the Florida Continuous Improvement (FCIM) and adjust instruction according to data.	Formative: FAIR, interim assessments Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA administration, 19% (38) students were proficient in Writing.

2012 Current Percent of Students Proficient in writing:
19% (38)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in Writing as noted on the 2012 CELLA assessment was the lack of Elaboration.	ELL students will use reading response journal/logs provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will administer and score students' monthly writing prompts to monitor students' progress and to adjust student elaborations as needed.	Formative: Monthly writing prompts Summative: 2013 CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicates 29% (79) of students achieved level 3 proficiency. Our goal for 2012-2013 is to increase level 3 student proficiency by7 percentage points to36%(98).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (79)	36% (98)

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 in grade 3 as noted on the 2012 FCAT Mathematics test was Number: Fractions. Students enter grade 3 without knowledge of basic addition and subtraction operations	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.	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency in grade 4 as noted on the 2012 FCAT Mathematics test was Geometry and Measurement. Students lack sufficient hands-on experiences during instruction in the area of Measurement.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
3	The area of deficiency in grade 5 as noted on the 2012 FCAT Mathematics test was Number: Base Ten & Fractions. Students enter 5th grade without knowing all the basic multiplication facts	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.	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Interim 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A		N/A		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must have continuous review/practice when learning math concepts.	Provide students with repetition of math concepts to assist them in grasping the concept.	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Assessments Summative: 2013 Florida Alternate Assessment 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 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 indicates 17%(47) of students achieved proficiency (Level 4 and 5). Our goal is to increase student proficiency by3 percentage points to20%(54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (47)	20% (54)

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	In grades 3 and 4 students showed an area of deficiency in Number Operations as noted on the 2012 administration of the FCAT 2.0 Mathematics Test. Students enter the grade level without knowing the basic multiplication facts	Grade 3: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts Grade 4: Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication;	Principal Assistant Principal	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.
2	In grade 5, students showed an area of deficiency in Geometry and Fractions as noted on the FCAT 2.0 Mathematics test. Students lack sufficient hands-on experiences during instruction in the area of Measurement.	Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to	Principal Assistant Principal	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.

		approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students must have continuous review/practice when learning math concepts.</td><td>Provide students with repetition of math concepts to assist them in grasping the concept</td><td>MTSS/RtI team</td><td>Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs</td><td>Formative: Student authentic work; Assessments

Summative: 2013 Florida Alternate Assessment Mathematics test</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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 68%(116) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by5percentage points to73%(124).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (116)	73% (124)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>As noted on the 2012 FCAT Mathematics administration, the school maintained the same of students making learning gains from the 2011 FCAT administration.</td><td>Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with</td><td>MTSS/RtI team</td><td>Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs</td><td>Formative: Student authentic work; Interim Assessments

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

1	Students lack understanding of mathematical terminology for measurement concepts.	real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned.			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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must have continuous review/practice when learning math concepts.	Provide students with repetition of math concepts to assist them in grasping the concept.	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor lesson plans and conduct classroom walkthroughs	Formative: Student authentic work; Assessments Summative: 2013 Florida Alternate Assessment 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Mathematics Test 75% (35) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, and remediation opportunities in order to increase the percentage of students making learning gains by5 percentage points to80%(37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (35)	80% (37)

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
	On the 2012 FCAT 2.0 Mathematics administration, it was noted that students	Identify lowest performing students in grades 3-5 based on instructional needs and	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor differentiated	Formative: Student authentic work; Interim Assessments

| | 1 | decreased by 2 percentage points.

Students lacked consistent interventions in the area of Mathematics. | differentiated instruction.

In addition, utilize SuccessMaker for Tier 2 interventions. | | instruction Lesson Plans and SuccessMaker 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 is to decrease by 50% the non-proficient students from the baseline 2011 to the administration of the 2017 FCAT 2.0.

5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B: | The results of the 2012 FCAT 2.0 mathematics Test indicated 45% (32) of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 54% (38) by providing appropriate interventions and remediation.

Additionally 49% (98) of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by7 percentage points to56% (111) student proficiency by providing appropriate interventions and remediation. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black: 45% (32)
Hispanic: 49%(98) | Black: 54%(38)
Hispanic: 56%(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
1	Black: On the 2012 FCAT 2.0 Mathematics administration, the Black subgroup did make satisfactory progress.

Hispanic: On the 2012 FCAT 2.0 Mathematics administration, the Hispanic subgroup did not make satisfactory progress.

These subgroups have not made progress due to the lack of inconsistent implementation of small group differentiated instruction. | Implement a rotation schedule for small group instruction during the mathematics 60-minute instructional block and provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of measurement. | MTSS/RtI team | Following the Florida Continuous Improvement model the school will monitor differentiated instruction lesson plans and SuccessMaker Reports | Formative: Student authentic work; Interim 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2012 FCAT Mathematics Test 25%(9) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, and remediation opportunities in order to increase the percentage of students making learning gains by9 percentage points to 34%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (9)	34% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the Students with Disabilities failed to make satisfactory progress. Interventions were not provided with fidelity.	Provide before school computer lab sessions to allow students additional opportunities to work on SuccessMaker interventions.	MTSS/RtI	Following the Florida Continuous Improvement model the school will monitor differentiated instruction lesson plans and SuccessMaker Reports	Formative: Student authentic work; Interim 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT2.0 Mathematics Test indicate that 47% (124) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by9 percentage points to 56% (147).
2012 Current Level of Performance:	2013 Expected Level of Performance:

47% (124)	56% (147)	

	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	On the 2012 FCAT 2.0 Mathematics administration, the Economically Disadvantaged subgroup did not make satisfactory progress. Students are in need of exposure to additional, rigorous targeted benchmarks daily.	Utilize On-target Supplemental Program daily for the first 15 minutes of the Mathematics instructional block.	MTSS/RtI team	Following the FCIM, monitor lesson plans and conduct classroom walkthroughs.	Formative: Student authentic work; Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community on Common Core Standards	K-3 Mathematics Teachers	Reading Coach/Math Leader	K-3Math teachers	September 2012 – June 2013	Review lesson plans and conduct classroom walkthroughs	Principal and Assistant Principal
SuccessMaker Reports	K-5 Math Teachers	SuccessMaker Representative	K – 5 Teachers	October 5, 2012	Review SuccessMaker Reports	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize On-Target Supplemental Mathematics program	On-Target	Title 1	$3,975.00
			Subtotal: $3,975.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide contexts for mathematical			

exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Math manipulatives	Internal funds	$900.00

Subtotal: $900.00
Grand Total: $4,875.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT 28% (27) of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 33%(31) achieving proficiency an increase a 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (27)	33% (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	Data indicates that an area of development is Earth and Space and Physical Science. Students need to develop higher order thinking skills in order to increase levels of proficiency in these areas.	Use GIZMO labs to provide students additional practice opportunities in the areas of Earth and Space and Physical Science.	MTSS/RtI team	Following the Florida Continuous Improvement model the school will monitor GIZMO lab schedule and reports	Formative: Interim Assessments, Mini-Assessments, Lab Reports and Write-ups Summative: 2013 FCAT 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for 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 FCAT4% (4) of students achieved proficiency (FCAT Level 4 and 5). The expected level of performance for 2013 is 6%(6) above proficiency an increase of 2percentage points. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (4)	6% (6)

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 lack the opportunities to perform inquiry based learning through hands-on experiences using the Scientific Method. Students need additional support to develop independent projects. Additional, Science Fair projects must be done prior to the 2013 FCAT test.	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Provide opportunities for students to experience the scientific method by conducting a school science fair prior to 2013 FCAT 2.0 administration.	Principal Assistant Principal	Following the FCIM monitor lesson plans, lab write-ups and science projects. Additionally, conduct classroom walkthroughs during science lab times.	Formative: Interim Assessments, Mini-Assessments, Lab Reports and Write-ups 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for 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
GIZMO training	3rd and 4th grade teachers	District	3rd and 4th grade teachers	November 6, 2012	GIZMO lab schedule	Principal and 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
Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts	Hands-on Science manipulatives	Internal Funds	$900.00
			Subtotal: $900.00
			Grand Total: $900.00

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 school year is to maintain the percentage of students achieving at or above proficiency from 76% (63) to78% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (63)	78% (65)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of development as noted on the 2012 FCAT2.0 Writing Test was conventions. Students lack basic grammatical and spelling skills to produce complete and functional sentences	Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Use new writing rubric to practice scoring monthly prompts.	Literacy Leadership Team	Following the Florida Continuous Improvement model the school will monitor lesson plans and monthly writing prompt scores	Formative: Students' scores on monthly writing assessments Summative: 2013 FCAT 2.0 Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack focus when responding to a prompt.	Use visuals with sentences to facilitate matching them to an appropriate topic.	MTSS/RtI team	Following the FCIM writing monthly prompts will be monitored and classroom walkthroughs will be conducted during writing times.	Formative: Students' scores on monthly writing assessments Summative: 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
New Writing Rubric	3rd and 4th	Reading Coach and District Curriculum Support Specialist	3rd and 4th grade	October 26, 2012	Review lesson plans and conduct classroom walkthrough	Principal and Assistant Principal

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 this year is to increase our attendance from94.97% (586) to 95.47% (589) by minimizing the total number of absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.97% (586)	95.47% (589)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
173	164

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
76	72

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	Parents lack awareness of the of how students' inconsistent attendance impacts student achievement.	Provide parents with trainings on how student achievement and attendance have a direct correlation. Provide parents with a copy of the school wide attendance incentive plan. Identify and refer students with 5 or more unexcused absences or tardies to the Attendance Review Committee and conduct parent meetings to address student absences and tardies.	MTSS/RtI team	Monitor the Truancy Referral Report monthly.	Formative: Daily Attendance Reports Summative: Truancy Referral Reports

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
School-wide attendance incentive plan and referral process to ARC	Pre-K – 5	Principal Assistant Principal	All Staff	August 17, 2012	Monitor truancy reports	Principal Assistant Principal
Parent training on student attendance and achievement	K-5	Parent Academy and CIS	Parents	November 2012	Monitor truancy reports	Principal 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
School-wide attendance incentive plan	Student incentives	Student incentives	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for 2012-2013 is to decrease the total number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
92	83
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
52	47

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 school wide discipline plans was	Recognize positive behaviors in students	MTSS/RtI Team	Monitor COGNOS Report on student suspensions	Formative: Referrals

| | 1 | fully developed last school year but was not implemented with fidelity by all staff members | by issuing Lynx dollars that may be redeemed at the school store for an item. | | | Summative: COGNOS Suspension Reports |

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
School-wide Discipline Plan	K-5	Principal and Assistant Principal	All teachers	August 17, 2012	COGNOS Report	Principal and 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
Recognize positive behaviors in students by issuing Lynx dollars that may be redeemed at the school store for an item.	Student incentives for school store	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who*	Title I - see the PIP

participated in school activities, duplicated or unduplicated.	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title I - see the PIP	Title I - see the PIP

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

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

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

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

Parent Involvement Budget:

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

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:	Based on the 2012 FCAT Science Assessment, only 34% of our 5th grade students are meeting high standards in the area of science.

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 entering grade 5 not having mastered benchmarks taught in prior grades particularly those in the area of scientific thinking.	Instruct on the scientific process in all grade levels through science labs. Conduct and/or develop a culminating science project that will be entered in a school wide science fair as follows: Grades Pre-K-1: 1-2 project per class Grades 2-3: 3-4 projects per class Grades 4-5: Individual student projects	MTSS/RtI Team	Following the Florida Continuous Improvement model the school will monitor lesson plans and science lab schedules and write-up	Summative: Science Fair Project Formative: 2013 FCAT 2.0 Science 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
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
Instruct on the scientific process in all grade levels through science labs. Conduct and/or develop a culminating science project that will be entered in a school wide science fair .	Science Fair project boards	Title 1	$250.00
			Subtotal: $250.00
			Grand Total: $250.00

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	Provide afterschool tutorial one day per week utilizing SuccessMaker	Instructional staff for tutorial program	Title III	$5,000.00
Reading	Provide before school computer lab sessions to allow students additional opportunities to work on SuccessMaker interventions.	Instructional staff for tutorial program	SBBS	$660.00
Mathematics	Utilize On-Target Supplemental Mathematics program	On-Target	Title 1	$3,975.00
				Subtotal: $9,635.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement a school wide AR incentive program to build on students reading fluency and comprehension. In addition, teachers will hold students accountable for 30 minutes daily by assigning students an academic letter grade based on the AR performance.	Renaissance Learning program for students to take AR tests	Title I	$5,800.00
				Subtotal: $5,800.00

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
Reading	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.	Exemplar text to supplement for Common Core Standards	Title I and SBBS	$4,845.00
Reading	Implement a school wide AR incentive program to build on students reading fluency and comprehension. In addition, teachers will hold students accountable for 30 minutes daily by assigning students an academic letter grade based on the AR performance.	Student incentives to increase the usage of AR school-wide.	EESAC	$1,000.00
Reading	In order to increase student attendance, a snack will be provided each session and periodic parent contact will be made by the Community	Snacks for afterschool tutorial	PTA	$500.00

	Involvement Specialist.			
Mathematics	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.	Math manipulatives	Internal funds	$900.00
Science	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts	Hands-on Science manipulatives	Internal Funds	$900.00
Attendance	School-wide attendance incentive plan	Student incentives	Student incentives	$500.00
Suspension	Recognize positive behaviors in students by issuing Lynx dollars that may be redeemed at the school store for an item.	Student incentives for school store	EESAC	$500.00
STEM	Instruct on the scientific process in all grade levels through science labs. Conduct and/or develop a culminating science project that will be entered in a school wide science fair .	Science Fair project boards	Title 1	$250.00
				Subtotal: $9,395.00
				Grand Total: $24,830.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes **j**n No

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

No Attachment **(Uploaded on 10/9/2012)**

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives for improvement of attendance	$500.00

Student incentive for the Lynx Store	$500.00
Student incentives for AR implementation	$1,000.00

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

The Educational Excellence School Advisory Council (EESAC) at Eneida M. Hartner Elementary will work to promote an environment of professional alliance among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC will meet this goal by working together with site administrators and council members through monthly meetings where the School Improvement Plan goals are analyzed, available resources are discussed, and recommendations are made in keeping with the Plan-Do-Study-Act cycle of the Florida Continuous Improvement Model. The EESAC will be solely responsible for making final decisions relating to the implementation of the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ENEIDA M. HARTNER ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	71%	91%	32%	258	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%	68%			135	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?	61% (YES)	77% (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					531	
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
ENEIDA M. HARTNER ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	68%	78%	39%	250	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	71%			143	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?	67% (YES)	75% (YES)			142	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