

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH POINTE ELEMENTARY SCHOOL

District Name: Dade

Principal: Melanie Fishman

SAC Chair: Beatriz Arsenault

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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K-12 Public Schools  
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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Melanie B. Fishman	ELEM ED, SCHOOL PRINCIPAL, ED LEADERSHIP	10	16	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N Y Y Y High Standards Rdg. 75 77 92 89 84 High Standards Math 82 93 94 90 89 Lrng Gains-Rdg. 76 65 70 75 73 Lrng Gains-Math 69 74 60 67 75 Gains-Rdg-25% 76 50 71 71 57 Gains-Math-25% 81 68 80 58 74
Assis Principal	Lisa Gonsky-Bozorth	ELEM ED, ESOL, PRIMARY ED, ED LEADERSHIP	4	7	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N Y Y Y High Standards Rdg. 75 89 92 89 84 High Standards Math 82 93 94 90 89 Lrng Gains-Rdg. 76 65 70 75 73 Lrng Gains-Math 69 74 60 67 75 Gains-Rdg-25% 76 50 71 71 57 Gains-Math-25% 81 68 80 58 74

### 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)
N/A					

### 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	Regular meetings of new teachers with Principal	Principal	June 6, 2013	
2	Partnering new teachers with veteran staff	Assistant Principal	June 6, 2013	
3	Collaboration with colleagues	Principal/Assistant Principal	June 6, 2013	
4	Partnerships with local universities to recruit future teachers	Principal/Assistant Principal	June 6, 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
4	These staff members are working on their ELL endorsement. They are taking the classes and are registered for the test.

### 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
38	7.9%(3)	36.8%(14)	26.3%(10)	28.9%(11)	39.5%(15)	71.1%(27)	7.9%(3)	7.9%(3)	68.4%(26)

### 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
		Ms. Sacheli is an excellent teacher with	

Sonia Sacheli	Vanessa Becskehazy	16 years of experience. She has successfully mentored new teachers and is the most experienced on the third grade curriculum.	Observation of mentor teacher, conferencing, observation of mentee, post observation conference and grade level planning.
Maria Prieto	Heather Pachter and Ingrid Laos	Ms. Prieto is an excellent teacher with 32 years of experience. She has successfully mentored new teachers and is the most experienced the common core curriculum.	Observation of mentor teacher, conferencing, observation of mentee, post observation conference and grade level planning.

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RTI Leadership Team.

MTSS/RtI is an extension of South Pointe Elementary's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

South Pointe Elementary School's MTSS/RtI Leadership Team is composed of:

Principal; Assistant Principal; Second Grade Teacher; ELL Teacher; EESAC Chairperson; Media Specialist; School Psychologist and School Counselor. The MTSS/ RtI team addresses student learning based on analysis of data. The MTSS/RtI team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/RtI is being implemented with fidelity and that assessment of MTSS/RtI skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/RtI is implemented and will communicate with parents regarding school based MTSS/RtI plans and activities.

General Education Teachers: Provide intervention for students in the first level (core), second level (supplemental) and third level (intensive), collect data, collaborate with other staff and provide information about core subjects.

Exceptional Student Education (ESE) Teacher: Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Assistant Principal, Provides guidance on K-12 Reading Plan; provides technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier I and Tier II intervention plans.

School Psychologist, School Counselor, Social Worker: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions in the first level (core), second level (supplemental) and third level (intensive), the student service team will continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success.

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?

1. Monitor academic and behavior data evaluating progress.
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific

interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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?

Describe the role of the school-based MTSS/RtI leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS/RtI problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI Leadership team at South Pointe Elementary School met with the Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The Leadership Team will monitor and adjust the academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students based on data.

### MTSS Implementation

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

To summarize the baseline data, mid-year and end of year reviews in reading, mathematics, science, and writing, the MTSS/RtI Leadership Team will use: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Edusoft, Interim Assessments, and the Florida Comprehensive Assessment Test (FCAT 2.0). The following data will be used to monitor student behavior: Student Case Management System, detentions, suspensions, and attendance referrals.

Describe the plan to train staff on MTSS.

South Pointe Elementary School will provide support for school staff to understand MTSS/ RtI principles and procedures. Professional development will be provided during teachers' planning time and during professional development days.

Describe the plan to support MTSS.

South Pointe Elementary School will provide support for school staff to understand MTSS/ RtI principles and procedures. Professional development will be provided during teachers' planning time and during professional development days. The MTSS/ RtI team will have regularly scheduled team meetings to review and assist the process in assuring it is being implemented correctly.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Team is composed of Melanie Fishman, Principal, Lisa Gonsky, Assistant Principal, Beatriz Arsenault, EESAC chairperson, Angie Gonzalez, UTD steward, Estrella Mitrani, media specialist, Maria Bona, ELL teacher, and James Balzano, second grade teacher.

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

The school-based Literacy Leadership Team meets monthly. It identifies areas of literacy that need to be addressed as well as areas where enrichment activities may be added to enhance the curriculum. Team members brainstorm and develop action plans to target different issues. Tasks are divided among team members and progress is assessed at subsequent meetings. Plans are revised as needed.

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

The LLT will target the union of the IB interdisciplinary themes and the new Standard Core Curriculum. Another initiative will

be the development of rubrics for the authentic assessment of student progress with an emphasis on higher thinking skills.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

N/A

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23 % of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to maintain level 3 student proficiency at 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (59)	23% (60)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process Students are in need of additional support to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	1A.1. Use real-world documents such as, how-to articles, brochures, fliers and websites and utilize text features to locate, interpret and organize information.	1A.1. MTSS/RTI Leadership Team	1A.1. Administration will check the results of ongoing classroom assessments focusing on students' knowledge of Reporting Category 4, Informational Text/Research Process.	1A.1. Formative: Mini-assessments Summative: 2013 FCAT 2.0 Assessment
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis – Fiction/Nonfiction . Students demonstrate difficulty comparing and contrasting.	1a.2. Students will utilize grade-level appropriate texts and graphic organizers that include making comparisons between attributes that are similar and different as outlined in the Common Core Standards. They will also participate in the Accelerated Reader program.	1a.2. MTSS/RTI Leadership Team	1a.2. Administration will check the results of ongoing classroom assessments focusing on students' ability to make comparisons.	1a.2. Formative: Mini-assessments Summative: 2013 FCAT 2.0 Assessment

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

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

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 60 % of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain 60% of the students achieving levels 4 and 5 proficiency.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (156)	60% (156)

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	2a1. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary.  Students need additional support in building vocabulary to be successful readers.	2a1. During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meaning and relationships.	2a1. MTSS/RTI Team	2a1. Ongoing classroom assessments/observations focusing on students' knowledge of word meanings and relationships.	2a1. Formative: Mini-assessments  Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	N/A
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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	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 76 % of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 81 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (113)	81% (121)

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	3a1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains points dropped from the 2011 FCAT 2.0 administration. Students need additional intervention .	3a1. Students will participate in the implementation of Successmaker and AR daily.	3a1. MTSS/RTI Leadership Team	3a1. Administrators will review monthly SuccessMaker reports to ensure students are making adequate progress.	3a1. Formative: SuccessMaker reports  Summative: 2013 FCAT 2.0 Assessment

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

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

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 2010-2011 FCAT Reading Test indicate that 50 % of students in the lowest 25% made learning gains. Our goal for the 2011-2012 school year is to increase in the lowest 25% achieving learning gains by 10 percentage points to 60 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (17)	60% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains decreased. Students would benefit from attending intervention consistently.	4a1. The lowest 25% of students in reading will be identified and participate in a pull-out program that will provide 30 minutes extra per day.	4a1. MTSS/RTI Leadership Team .	4a1. Administrators will review bi-weekly mini-assessments reports to ensure progress in being made and adjust intervention	4a1. Formative bi-weekly assessment/data reports  Summative: 2013 FCAT 2.0 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%.	Reading Goal #					
	The results of the 2012 FCAT Reading Test indicate that 77% of students achieved proficiency in reading. 5A : Our goal is to increase students' proficiency by 2					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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:	Reading Goal #5B: The results of the 2012 FCAT 2.0 Reading Test indicate that 69 % of the Hispanic subgroup did not make satisfactory progress during the 2012 FCAT 2.0 administration. Our goal is to increase students' proficiency by 3 percentage points to 72 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 95% (101) Black: N/A Hispanic: 76% (107) Asian: N/A	White: 98% (104) Black: N/A Hispanic: 77% (109) Asian: N/A

American Indian: N/A

American Indian: 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	<p>5B.1. White: Black: N/A Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was in Reporting Category-Reading Application.</p> <p>Students would benefit from appropriate and timely placement in interventions .</p> <p>Asian: N/A American Indian: N/A</p>	<p>5B.1. Tier 2 and 3 students will participate appropriate interventions within the first three weeks of the 2012-2013 school year with emphasis on Reading Application.</p>	<p>5B.1. MTSS/RTI Leadership Team.</p>	<p>5B.1. MTSS/RTI Leadership Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.</p>	<p>5B.1. Formative: Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN).  Summative: 2013 FCAT 2.0 results.</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Reading Goal #5C: The results of the 2012 FCAT 2.0 Reading Test indicate that 58 % of students in the English Language Learner (ELL) subgroup achieved proficiency.</p> <p>Our goal is to increase students' proficiency by 4 percentage points to 60%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>58% (23)</p>	<p>60% (23)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.1. The English Language Learners subgroup did not make SATISFACTORY PROGRESS. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was in Reporting Category-Reading Application.</p>	<p>5C.1. Students will participate in appropriate intervention programs with emphasis on Reading Application through modeling and reciprocal Teaching.</p>	<p>5C.1. MTSS/RTI Leadership Team.</p>	<p>5C.1. MTSS/RTI Leadership Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.</p>	<p>5C.1. Formative: Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN).  Summative: 2013 FCAT 2.0</p>

	Students would benefit from appropriate and timely placement in interventions .			results.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 74 % of students in the Economically Disadvantaged subgroup achieved proficiency.  Our goal is to increase students' proficiency by 2 percentage points to 76 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (101)	76% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. As noted on the administration of the 2012 FCAT 2.0, % of Economically Disadvantaged students achieved proficiency. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was in Reporting Category Reading	5E.1. Students in need of interventions will participate in appropriate intervention program with emphasis on Reading Application.	5E.1. MTSS/RTI Team	5E.1. MTSS/RTI Leadership Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	5E.1. Formative: Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN).  Summative: 2013 FCAT 2.0 results.

Application.				
Students would benefit from appropriate and timely placement in interventions .				

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	K-5	District Training	K-5	October 29, 2012 February 1, 2013	Reports	MTSS/RTI Team
Common Core Standards	K-5 Reading Special Area	Assistant Principal	School-Wide	Summer 2012 November 6, 2012 February 1, 2013	School Based Benchmark Assessments Results & District Interim Assessments Results	Administrators
MTSS/RTI Team	K-5 Reading	MTSS/RTI Team	School-Wide	October 29, 2012	Intervention Rosters, Edusoft Custom Group Data Reports	MTSS/RTI Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1,2,3,4, 5B,5D	Before & After School Tutoring	PTA	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1.2	Accelerated Reader	School-based budget	\$2,300.00
			Subtotal: \$2,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goal #4.1	Hourly teachers for before and after school tutoring.	SBB	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$9,800.00

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA Assessment indicates that 53% of the students are proficient in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
53%(89)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students in the English Language Learners program are working towards acquiring the English Language verbally. Students in the lower levels of the program have demonstrated a need for continuous repetition of words, phrases, directions, and instructions to complete reading assignments.	1.1. Students will be exposed to ELL strategies that include repetition, visual aids, oral repetition of vocabulary words, phonemic awareness drills, extended time, clarification of directions, coaching, and immediate feedback, while students complete reading assignments	1.1. Administration	1.1. The leadership team will conduct weekly Data Debriefing Sessions with ELL Reading teachers.	1.1. CELLA 2013 Results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2012 CELLA Assessment indicates that 32% of the students are proficient in reading.			
2012 Current Percent of Students Proficient in reading:					
32%(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
	2.1. Students in the English Language Learners program are working towards acquiring the skills to read the English Language in written form. Students in the	2.1. Learners will use the ELL strategies of: repetition, visual aids, oral repetition of vocabulary words, phonemic awareness drills, extended time,	2.1. Administration	2.1. The leadership team will conduct weekly Data Debriefing Sessions with ELL Reading teachers.	2.1. CELLA 2013 Results

1	lower levels of the program have demonstrated a need for continuous repetition of phonemes, words, phrases, vocabulary recognition, visual representations, extended time and practice, and comprehension skills while completing reading assignments.	close passages, chunking, coaching, and immediate feedback, while students complete reading assignments in the Florida Ready, Florida Treasures and Buckle Down Supplemental Workbooks.			
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment indicates that 42% of the students are proficient in writing.
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2012 Current Percent of Students Proficient in writing:

42%(70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students in the English Language Learners program are working towards acquiring the English Language in written form. Students in the lower levels of the program have demonstrated a need for continuous repetition of phonemes, vocabulary words, and phrases that translate their thoughts and ideas into words of expression.	3.1. Students will use the ELL strategies of: repetition, visual aids, vocabulary lists, translation dictionaries, word walls, labels throughout the classroom, extended time, coaching, editing, revising and immediate feedback, while students complete writing assignments.	3.1. Administration	3.1. The leadership team will conduct weekly Data Debriefing Sessions with ELL Reading teachers.	3.1. CELLA 2013 Results

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Small group instruction and after school tutoring	Florida Ready, Florida Treasures, and Buckle Down Supplemental Workbooks	Title III	\$500.00
			Subtotal: \$500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

*End of CELLA Goals*



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics test indicate that 23% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(61)	28%(73)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a1. 3rd Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Number: Fractions.</p> <p>4th Grade : The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Geometry and Measurement.</p> <p>5th Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Expressions, Equations and Statistics.</p> <p>The consistent usage of real-life problems which involve data interpretation will assist in increasing the math scores.</p>	1a.1. The students will use real-life problems that include interpretation of data found in charts, tables, and various types of graphs.	1a.1. MTSS/RTI Leadership Team	1a.1. Administrators will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	1a.1. Formative: Bi-weekly assessment, and District interim.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	N/A
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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	N/A	N/A	N/A	N/A	N/A
2					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 55% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(144)	57%(148)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a1.</p> <p>3rd Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Number: Fractions.</p> <p>4th Grade : The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Geometry and Measurement.</p> <p>5th Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Expressions, Equations and Statistics.</p> <p>The consistent usage of real-life problems which involve data</p>	<p>2a.1.</p> <p>Students will explore and inquire through activities to maintain or increase understanding of skills through hands-on experiences with grade-level appropriate materials.</p>	<p>2a.1.</p> <p>MTSS/RTI Leadership Team</p>	<p>2a1.</p> <p>Administration will review ongoing classroom assignments and assessments that target the use of manipulatives.</p>	<p>2a1.</p> <p>Formative: Monthly assessments</p> <p>Summative: Results from the 2013 Mathematics Assessment</p>

interpretation will assist in increasing the math scores.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics test 69% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 74 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(103)	74%(110)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a.1. 3rd Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Number: Fractions.  4th Grade : The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Geometry and	3a.1. Students will participate in Successmaker practicing the Common Core Curriculum.	3a.1. MTSS/RTI Leadership Team	3a.1. Administrators will review formative bi-weekly assessment data reports to adjust instruction as needed to ensure progress in being made and students are making learning gains.  Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	3a.1. Formative: Biweekly Successmaker reports in the area of Geometry and Measurement.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

1	<p>Measurement.</p> <p>5th Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Expressions, Equations and Statistics.</p> <p>The consistent usage of real-life problems which involve data interpretation will assist in increasing the math scores.</p> <p>Students need the ability to describe, analyze, compare, classify, build, draw and analyze models that develop measurement concepts and skills through experiences.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics test indicate that 69 %of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 74 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(N<30)	74%(N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4a.1. 3rd Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Number: Fractions.</p> <p>4th Grade : The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Geometry and Measurement.</p> <p>5th Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Expressions, Equations and Statistics.</p> <p>The consistent usage of real-life problems which involve data interpretation will assist in increasing the math scores.</p> <p>As noted on the 2012 FCAT 2.0 Mathematics administration, 69% of the students in the lowest 25 percent made learning gains The area of deficiency is in Reporting Category – Number Sense.</p> <p>Students will benefit from opportunities to describe, analyze, compare, classify, build, draw and analyze models that develop measurement concepts and skills through experiences.</p>	<p>4a.1. The lowest 25% of students in math will participate in a pull-out program that will provide 30 minutes extra per day. Students will also participate in before and after school tutoring.</p>	<p>4a.1. Administrative team.</p>	<p>4a.1. Administrators will review tutoring sign-in sheets weekly.</p>	<p>4a.1. Formative: Sign-in sheets.</p> <p>Summative: 2013 FCAT 2.0 mathematics test.</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # The results of the 2012 FCAT 2.0 Mathematics Test indicate that 83% of students achieved proficiency in Math. The goal for the 2012-2013 FCAT 2.0 Math is to have 85% of the students be proficient.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	83	85	86	88	89	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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 indicate that 70% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase 11 percentage points to 81% of the Hispanic subgroup achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 93%(99) Black: n/a Hispanic: 70%(99) Asian: n/a American Indian: n/a	White: 98%(104) Black: n/a Hispanic: 81%(114) Asian: n/a American Indian: 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	<p>5B:</p> <p>3rd Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Number: Fractions.</p> <p>4th Grade : The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Geometry and Measurement.</p> <p>5th Grade: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in the area of reporting category Expressions, Equations and Statistics.</p> <p>The consistent usage of real-life problems which involve data interpretation will assist in increasing the math scores.</p> <p>As noted on the 2012 FCAT 2.0 Mathematics administration, 69% of the students in the lowest 25 percent made learning gains The area of deficiency is in Reporting Category – Number Sense.</p>	<p>5b. Students will explore and inquire through activities to maintain or increase understanding of skills through hands-on experiences with grade-level appropriate materials.</p>	<p>5b. MTSS/RTI Leadership Team</p>	<p>5b. Administration will review ongoing classroom assignments and assessments that target the use of manipulatives.</p>	<p>5B. Formative: Monthly assessments</p> <p>Summative: Results from the 2013 Mathematics Assessment</p>

Students will benefit from opportunities to describe, analyze, compare, classify, build, draw and analyze models that develop measurement concepts and skills through experiences.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 45 % of students in the English Language Learners subgroup achieved proficiency.  Our goal is to increase students' proficiency by 24 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(18)	69%(27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1.  As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the English Language Learners did not make SATISFACTORY PROGRESS.  The area of deficiency is in Reporting Category – Number Sense.  Students will benefit from intervention.	5C.1.  Students will participate in real-life contexts of mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60 minute mathematics instructional block.	5C.1.  MTSS/RTI Administrative Team	5C.1.  MTSS/RTI Leadership Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	5C.1.  Formative: Edusoft Data Reports, District Interim Assessments.  Summative: 2013 FCAT 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	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	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that <u>69</u> % of students in the Economically Disadvantaged subgroup achieved proficiency.  Our goal is to increase students' proficiency by <u>10</u> percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(95)	79%(108)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1.  As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, Economically Disadvantaged Students did/did not make MAKING SATISFACTORY PROGRESS.  The area of deficiency is in Reporting Category - Geometry and Measurement.  Students will benefit from appropriate and timely placement of students in interventions.	5E.1. Students will participate in real-life contexts of mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60 minute mathematics instructional block.	5E.1. MTSS/RTI Team	5E.1. MTSS/RTI Leadership Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	5E.1. Formative: Edusoft Data Reports, District Interim Assessments.  Summative: 2013 FCAT 2.0 results.

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
Common Core	K-5 Mathematics Special Area	MTSS/RTI Team	School-Wide	November 6, 2012 February 1, 2013	School Based Benchmark Assessments Results & District Interim	MTSS/RTI Team



## Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1,2,3,4, 5B , 5D	Before & After School Tutoring	Title III	\$6,000.00
			Subtotal: \$6,000.00
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: \$6,000.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		The results of the 2010-2011 FCAT Science test indicate that 38% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 3 percentage point to 41%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (26)		41% (28)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the 2012 Science FCAT 2.0, the area in need of improvement is in the Reporting Category- Physical Science . Students would benefit from developing higher order thinking skills in	1a.1. Students will keep a science journals to have the opportunity for inquiry-based learning and Scientific Thinking through real world science experiments. Emphases will be	1a.1. Administrators	1a.1. Administrators will review lessons to ensure a link between classroom instruction and real world science experiments on a weekly basis.	1a1. Formative: science journals, District Interim Assessments, Lab reports.  Summative: 2013 FCAT 2.0

order to increase levels of proficiency.	placed on Earth and Space Sciences.			results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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
1	n/a	n/a	n/a	n/a	n/a

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:	Science Goal #2a: The results of the 2012 FCAT 2.0 Science test indicate that 31% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain levels 4 and 5 at 31%..
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (26)	31% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area which showed a decrease in percentage points as noted on the 2012 Science FCAT 2.0 was in Physical Science.  Students will benefit from higher order thinking skills in order to increase levels of proficiency.	2.1. Students who scored a Level 4 or 5 on the 2012 Science FCAT 2.0, will participate in enrichment activities using "Gizmos" that will foster further inquiry and scientific thinking on a weekly basis.	2.1. Administrators	2.1. Administrators will review student progress using Gizmo's mini assessments.	2.1. Formative: Gizmo Lab  Summative: 2013 FCAT 2.0 results

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
1	n/a	n/a	n/a	n/a	n/a

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	Grades 3-5	Mitrani	Science Teachers	October 29, 2012 February 4, 2013	Classroom Walkthroughs Teacher Observations Custom Group Reports	Administrators

Science Budget:

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

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

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing test indicate that 95 % of students achieved at or above proficiency. Our goal for the 2012-2013 school year is to maintain the 95 percentage of students achieving at or above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (73)	95% (73)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The greatest areas of deficiency as noted on the administration of the 2012 FCAT 2.0 Writing Test was support and elaboration.  Students need additional support in learning tools and vocabulary to create writing that will bring precision and interest through the vivid expression of ideas and the use of varied language techniques.	1a.1. Students will engage in the first two steps of the writing process (plan, draft) through journal writing and other authentic writing activities based on state released topics/prompts. Focus will be on supporting details and elaboration of the thought written as stated in the Common Core Curriculum.	1a.1. Literacy Leadership Team	1a.1. Administrators will meet with teachers and review and score student writing samples on a monthly basis.	1a.1. Formative: Writing Assignments, District Pre and Post Tests as well as the 2013 FCAT 2.0 Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	n/a
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Writing Goal #1b:					
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	n/a	n/a	n/a	n/a	n /a

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5 Reading Special Area	IB Coordinator	School Wide	November 6, 2012	School Based Writing Assessments Results Pre/Post District Assessment Results	Administration

Writing Budget:

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

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 97.37%, decrease the number of students with excessive absences (10 or more) from 110 to 105 and to decrease the number of students with excessive tardies (10 or more) from 77 to 73 .
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.87% (610)	97.3% (613)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
110	105
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
77	73

### 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	Frequent absences due to doctor visits.	The counselor will identify students who may be developing a pattern of nonattendance and will refer them to the ARC (Attendance Review Committee).	Attendance Review Committee	Administrators will weekly review COGNOS reports to monitor the number of students that have exceeded 10 or more absences and/or 10 or more tardies to determine if students are making adequate progress toward the goal.	COGNOS attendance 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
Truancy Prevention	K-5 Special Areas	counselor	Homeroom Teachers	September 17, 2012 January 18, 2013	School Administrators and counselor will monitor student attendance by grade level and individual classrooms	Administrators

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions from 11 to 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

11	10				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
9	8				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students would benefit from further instruction in character education.	1.1. Implementation of a character education program will reward selected students on a monthly basis. Teachers will select a different student each month based on the particular character trait that is being taught. Students will be recognized at our monthly Character Education Celebration.	1.1. Administrators	1.1. Administration will monitor COGNOS report on student outdoor/indoor suspension rates on monthly basis.	1.1. Monthly 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
Character Education	K-5	Counselor	Classroom Teachers K-5	September 4, 2012 – June 6, 2013	Review COGNOS report for suspension rates	Administrators

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1	Student of the Month Celebration/Character Education	PTA	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Our goal for the 2012-2013 school year is to increase parent participation in school wide activities by 5% from 65% to 70%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
65% (390)		70% (420)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Increased Participation in school wide activities by parents of English language Learners. (ELL) needs to occur.	1.1. All school communication will be distributed in the two main languages spoken at our school, English and Spanish). As many activities as possible will be offered in English and Spanish at separate times. Every effort will be made to communicate with all parents of other languages in their home language.	1.1. Assistant Principal,	1.1 Review sign in sheets/logs to determine the number of limited English proficient parents attending school or community events.	1.1. Sign in sheets Telephone Logs
2	1.2. Increased participation in school wide activities by parents because of time constraints.	1.2. School activities will be offered at varying times to provide more opportunities for parents to attend events.	1.2. Administrators	1.2. Administrators will review sign in sheets/logs weekly to determine the number of limited English proficient parents attending school or community events.	1.2. Sign in sheets Telephone Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		STEM Goal #1: Based on the data gathered from Mathematics and Science there is a need to provide students with an opportunity to apply both Mathematical and Scientific concepts with-in the real life setting.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students learn both Mathematical and	1.1. Students in grades K-5	1.1. Administration	1.1. Science Fair Criteria for Judging	1.1. Summative: Science Fair

1	Science concepts in the school setting, but there is a need to have students apply these fundamental skills within the real life setting	will participation in a school-wide Science Fair. Keeping in mind the students' developmental stages, Kindergarten students will actively complete Science Fair Class Projects. Students in grades 1-2 will complete group projects completed in class, and students in grade s 3-5 will complete individual Science Fair Projects that are conducted and completed in the home setting. It is important to note that students infuse their mathematical and science skills with the use of technology to develop and engineer their projects.		Projects Formative: FCAT 2.0 Mathematics and Science Test Scores
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair Projects related to Real Life	K-5	Denis Phillips	School wide	November 6, 2012	School Wide Science Fair	Administrative Team

STEM Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

*End of STEM Goal(s)*

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## Additional Goal(s)

N/A Goal:

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:				
1. N/A Goal N/A Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
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
No Data Submitted						

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 N/A Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal Area 1,2,3,4, 5B,5D	Before & After School Tutoring	PTA	\$6,000.00
CELLA	Small group instruction and after school tutoring	Florida Ready, Florida Treasures, and Buckle Down Supplemental Workbooks	Title III	\$500.00
Mathematics	Goal Area 1,2,3,4, 5B , 5D	Before & After School Tutoring	Title III	\$6,000.00
Suspension	Goal 1	Student of the Month Celebration/Character Education	PTA	\$1,000.00
				Subtotal: \$13,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal Area 1.2	Accelerated Reader	School-based budget	\$2,300.00
				Subtotal: \$2,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal #4.1	Hourly teachers for before and after school tutoring.	SBB	\$1,500.00
				Subtotal: \$1,500.00
				Grand Total: \$17,300.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Suspension Incentives	\$700.00
Tutoring Incentives	\$500.00

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

The School Advisory Council (SAC) has an important function for the success of South Pointe Elementary. Listed below are some of the functions of the SAC.

- Reach out to the community to obtain more partners.
- Assist the school to create and analyze school climate surveys for parents and students.
- Assist the school in the decision making process of how to spend the FCAT 2.0 enhancement money and the Florida Recognition money.
- Develops and monitors the implementation of the school improvement plan.



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District SOUTH POINTE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	93%	100%	68%	350	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	65%	74%			139	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	50% (YES)	68% (YES)			118	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					607	
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 SOUTH POINTE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	90%	68%	344	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	70%	60%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	71% (YES)	80% (YES)			151	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					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested