

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: POINCIANA PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: Kimberley F. Emmanuel

SAC Chair: Lawana Parrott

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Kimberley F. Emmanuel	Degrees: Bachelor of Science in Business Administration University of Miami Master of Science in Educational Leadership Nova Southeastern University Certifications: Educational Leadership Elementary Education Business Education	9	17	'12 '11 '10 '09 '08 School Grade D C C A C AYP N N N N N High Standards Rdg. 32 44 48 64 52 High Standards Math 56 79 69 82 65 Lrng Gains-Rdg 62 55 50 41 58 Lrng Gains-Math 59 70 56 72 59 Gains-Rdg-25% 62 61 58 53 55 Gains-Math-25% 63 73 58 87 73

Assis Principal	Nika L. Williams	Degrees: Bachelor of Arts in Biology Morgan State University Master of Science in Educational Leadership Nova Southeastern University Certifications: Educational Leadership Biology 6 - 12	2	2	'12 '11 '10 '09 '08 School Grade D C N/A F C AYP N N N/A N N High Standards Rdg. 32 44 N/A 12 55 High Standards Math 56 79 N/A 38 47 Lrng Gains-Rdg 62 55 N/A 12 64 Lrng Gains-Math 59 70 N/A 64 63 Gains-Rdg-25% 62 61 N/A 61 68 Gains-Math-25% 63 73 N/A 71 63
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Terri V. Evans	B.S. Criminal Justice, M.S. Special Education/ Gifted Education EdS Reading and ESOL Exceptional Student Education; Reading; ESOL; Gifted	1	1	'12 '11 '10 '09 '08 School Grade F D D B C AYP N N N N N High Standards Rdg. 27 44 44 68 46 High Standards Math 26 39 36 67 38 Lrng Gains-Rdg 49 55 55 69 48 Lrng Gains-Math 52 61 57 62 64 Gains-Rdg-25% 59 66 64 61 56 Gains-Math-25% 60 65 68 64 N/A
Mathematics	LaTefah Z. McGill	B.S. Economics, M.S. and EdS Varying Exceptionalities Varying Exceptionalities; Elementary Education; ESOL	1	1	'12 '11 '10 '09 '08 School Grade F D D D C AYP N N N N N High Standards Rdg. 27 44 44 35 35 High Standards Math 26 39 36 35 36 Lrng Gains-Rdg 49 55 55 57 54 Lrng Gains-Math 52 61 57 59 65 Gains-Rdg-25% 59 66 64 69 61 Gains-Math-25% 60 65 68 65 69
Science	Tonya L. Brown	B.S. Biological Sciences, M.S. Masters: Teaching and Learning Middle Grades Integrated Curriculum	1	1	'12 '11 '10 '09 '08 School Grade F D D B D AYP N N N N N High Standards Rdg. 25 35 33 51 34 High Standards Math 22 35 33 56 35 Lrng Gains-Rdg 55 62 51 68 51 Lrng Gains-Math 47 56 61 69 60 Gains-Rdg-25% 56 74 60 78 70 Gains-Math-25% 55 61 72 70 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	1. Provide opportunities for instructional staff to assume leadership roles at the school site.	Principal	6/06/13	
2	2. Establish Professional Learning Communities for continued professional growth.	Principal, Assistant Principal, Instructional Coaches	6/06/13	
3	3. Attendance of Professional Development Workshops targeting individual teachers' subject areas	Principal, Assistant Principal	6/06/13	
		Principal,		

4	4. Conduct Lesson Studies to provide teachers with the opportunity to exchange successful strategies and ideas.	Assistant Principal, Instructional Coaches	6/06/13	
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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
6		Attend ESOL Endorsement courses offered by the District to obtain certification. Attend Gifted Endorsement courses offered by the District to obtain certification. System is checking the status of reason listed.

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
36	5.6%(2)	36.1%(13)	38.9%(14)	19.4%(7)	50.0%(18)	58.3%(21)	13.9%(5)	2.8%(1)	47.2%(17)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Corinthia Green	Joann Johnson	Experienced teacher that has assisted others in the department by modeling and lesson planning.	Teachers will meet together twice a week after school to review plans, discuss curriculum resources, and engage in dialogue that strengthens the instructional and behavioral aspects of the classroom.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, our after-school program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services provided to Poinciana Park Elementary, its students, and its families. Our school-based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at our school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; as well as, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the Parent Involvement Plan (PIP- which is provided in three languages), the school improvement process, the life of the school, and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey will be used towards the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the 2013 – 2014 school year. An all-out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in all three languages, will be available online and via hard copy (at Poinciana Park and District meetings) for parents to complete. Other components that are integrated into the Poinciana Park Elementary school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Poinciana Park Elementary 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 the unique needs of migrant students are met. Students are also provided extended learning opportunities (after school and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows: training to certify qualified mentors for the New Teacher (MINT) Program; training for add-on endorsement programs, such as Reading, Gifted, and ESOL; training and substitute release time for Professional Development Liaisons (PDL) 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 to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to provide: reading and supplementary instructional materials. The aforementioned service will be provided should the funds become available for the 2012 – 2013 school year and should the FLDOE approve the application.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, Poinciana Park Elementary, and the community. Project Upstart, Homeless Children & Youth Program assists Poinciana Park with the identification, enrollment, attendance, and transportation of homeless students. Poinciana Park is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor 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.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers and the counselor. Training and technical assistance for teachers,

administration, and the counselor is also a component of this program.

Nutrition Programs

- 1) Poinciana Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program (school breakfast and school lunch) at Poinciana Park Elementary School follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Poinciana Park Elementary has 3 Head Start classrooms. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Health Connect in Our Schools (HCiOS)

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds.

The team at Poinciana Park Elementary is staffed by a School Social Worker (shared between schools).

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.

Miami Lighthouse/ Heiken Children's Vision Program

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

HIV/AIDS Curriculum: AIDS Get the Facts!

AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities, and resources for providing HIV/AIDS instruction.

HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Diseases in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

RtI leadership is vital, therefore, in building our team we have considered the following:

- The Principal and Assistant Principal who will ensure commitment and allocate resources;
- General Education Teachers (Primary and Intermediate) and Instructional Coaches who will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving
- The School Counselor who will meet to review consensus, infrastructure, and implementation of building level

The Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Exceptional Student Education (ESE) Teachers
- School Psychologist
- Social Worker
- Member of EESAC
- Staffing Specialist

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

The following steps will be considered by the Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

- Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
- Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
- Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
- Support the process at Poinciana Park Elementary to design, implement, and evaluate both daily instruction and specific interventions
- 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 meeting Annual Measurable Objectives.

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 Leadership Team will monitor and adjust the academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; provide levels of support and interventions to students based on data; and consider data at the end of the year to problem solve for the 2013 – 2014 Tier 1 instruction.

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.

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

Managed Data will include:

Academic: FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory); Oral Reading Fluency Measures; Voyager Checkpoints; Voyager Benchmark Assessments; Baseline Benchmark Assessments; Success Maker Utilization and Progress Reports; Interim Assessments; Florida Comprehensive Assessment Test (FCAT 2.0); Stanford Achievement Test (SAT-10); Student Grades; FOLIO Assessments; Foresight Assessments; and Department Developed Monthly Assessments

Behavior: Student Case Management System; Detentions; Positive Behavior System (PBS); Suspensions; Attendance; and Functional Assessment of Behavior (FAB)/Behavioral Implementation Plan (BIP)

Describe the plan to train staff on MTSS.

The district professional development and support will include:

- Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan,
- Providing support for school staff to understand basic RtI principles and procedures; and
- Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The plan to support MTSS is, but not limited to, as follows:

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts
- Alignment of policies and procedures across classroom, grade, school, district, and state levels
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services
- Comprehensive, efficient, and user friendly data-systems for supporting decision-making at all levels
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts
- Ongoing data-driven professional development activities that align to core student goals and staff needs
- Communicating outcomes with stakeholders and celebrating success frequently

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kimberley F. Emmanuel – Principal

Nika L. Williams -Assistant Principal

Debra McEathron, Baqiya Kopp, Nilsa Baillou, Gisella Parra, Yainet Alvarez, Corinthia Green, Lawana Parrott, Acquanette Wooten, Carol Melton, Vetrina Armstrong, Joann Johnson, and Joann Suarez - General Education Reading Teachers

Terri Evans - Reading Coach

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

The Literacy Leadership Team meets once a month to develop Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The team will also develop lessons that provide students with opportunities to research and incorporate writing throughout the school-wide curriculum. The LLT will also engage in the following activities: Determine an academic area of concern; Collect supporting evidence for the concern; Study and plan a course of action for the concern; Give each person on the team time to share their ideas; Decide which ideas are feasible for achievement; and move forward with a plan of action. The team will also celebrate any progress made by stakeholders.

Principal: Will ensure commitment to the Literacy Leadership Team; will provide a common vision for the team as the team examines data to drive instruction for all students. The principal has been included on the team to serve as the school's instructional leader.

Assistant Principal: Will assist the principal in ensuring commitment to the Literacy Leadership Team and providing a common vision for the team as the team examines data to drive instruction for all students. The assistant principal has been included

on the team to assist the school's instructional leader.

General Education Reading Teachers (Primary and Intermediate): Will meet each week with other general education teachers to discuss and share strategies to improve instruction for all students using the core curriculum. These teachers will participate in monthly data collection activities and outline strategies to target instruction and improve student achievement. Teachers identified have been included on the team due to their ability to identify specific weaknesses to drive instruction for student success.

Reading Coach: Will monitor and make recommendations concerning the adjustment of the school's academic focus, will assist with monitoring the fidelity of the delivery of instruction and intervention activities, and will engage in data collection activities that will be used to guide instructional decisions. This teacher has been included on the team because of the knowledge of implementing change using the Florida Continuous Improvement Model.

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

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists Poinciana Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified 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.

Our Head Start classrooms will be invited to visit the kindergarten classrooms. During the Head Start Open House, professionals from the Head Start classrooms, along with their students, will visit an assigned Poinciana Park Elementary kindergarten class; and participate in various classroom activities that the students will be exposed to in the upcoming year. Our Pre-K teachers and paraprofessionals will collaborate with the instructors from the attending classes to provide ideas of activities that will assist students in preparing for kindergarten.

The Pre-School Transition plan at Poinciana Park Elementary School includes conducting informational meetings with parents and student visitations to kindergarten classrooms. During these visitations, the pre-school students participate in the kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the Phonological Awareness and Early Literacy Assessment (PELI) will be given to each student enrolled in the Poinciana Park Elementary pre-kindergarten class prior to exiting the class at the end of the year to assess early language and literacy.

Furthermore, during the first thirty days of kindergarten, all students will participate in the Florida Kindergarten Readiness Screening (FLKRS) which assesses print letter knowledge, phonological awareness/processing, and social/emotional development. This tool will provide data to assist in the planning of instruction and determine the need for student intervention. Low-performing students are targeted early, and once identified; certified teachers and paraprofessionals will begin working with those low-performing students. The staff provides parents with packets of activities and parent workshops to train parents to assist their children at home to afford a smooth transition into kindergarten.

*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 10% of the students achieved Level3 proficiency. Our goal for the 2012 – 2013 school year is to increase Level 3 student proficiency by 16 percentage points to 26%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
10 % (18)	26% (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
1	One barrier was center utilization for differentiated instruction was not implemented with fidelity. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 3 was Reporting Category 2, Reading Application.	Utilize grade-level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	Reading Coach & Administrative Team	Administration, along with the Reading Coach will review classroom assessment data reports on a monthly basis to ensure progress is being made and instruction will be adjusted as needed.	FAIR; Monthly Assessments, Foresight Assessments, & Interim Assessments; Walkthrough logs; Lesson Plans; SuccessMaker reports; and student work Summative: Results from 2013 FCAT 2.0 Reading 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:	The results of the 2012 Reading Florida Assessment Test indicate that 16% of the students achieved Levels 4 – 6 proficiency. Our goal for the 2012 – 2013 school year is to increase Levels 4 - 6 student proficiency by 5 percentage points to 21%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (5)	21% (7)

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 lacked	Provide students with	SPED Department	Administration, along with	Formative:

1	comprehension skills needed to answer the questions presented.	visual choices during classroom activities as presented on the Florida Alternate Assessment.	Chairperson and Administrative Team	the SPED department chairperson will review classroom assessment data reports once a month to ensure progress is being made and instruction will be adjusted as needed.	Bi-Monthly Assessments; Walkthrough Logs; Lesson Plans; Unique Learning Reports; and Student Work Summative: Results from 2013 Reading Florida Alternate Assessment
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011 FCAT Reading Test indicate that 14% of students achieved Levels 4 or 5 proficiency. Our goal for the 2011 – 2012 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (25)	16% (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	One barrier was insufficient student exposure to a variety of non-fictional text to decipher the use of descriptive language to enhance text meaning. The area that showed a decrease and would require students to improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 5 was Reporting Category 3, Literary Analysis/ Non Fiction.	Use poetry to practice identifying descriptive language that defines moods and provides imagery, and note how authors use figurative language such as similes, metaphors, and personification.	Reading Coach & Administrative Team	Administration, along with the Reading Coach, will review classroom assessment data reports on a monthly basis to ensure progress is being made and instruction will be adjusted as needed.	Formative: FAIR; Monthly Assessments, Foresight Assessments, and Interim Assessments; Walkthrough logs; Lesson Plans; SuccessMaker reports; and student work Summative: Results from 2013 FCAT 2.0 Reading Assessment
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Reading Florida Assessment Test indicate that 59% of the students achieved Level 7 proficiency. Our goal for the 2012 – 2013 school year is to increase Level 7 student proficiency by 3 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (19)	62% (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	Students were deficient in the areas of phonemic awareness and decoding.	Introduce vocabulary to students with pictures and print. Pictures will be faded for long term comprehension and retention.	SPED Department Chairperson and Administrative Team	Administration, along with the SPED department chairperson will review classroom assessment data reports each month to ensure progress is being made and instruction will be adjusted as needed.	Formative: Bi-Monthly Assessments; Walkthrough Logs; Lesson Plans; Unique Learning Reports; and Student Work Summative: Results from 2013 Reading Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (72)	68% (78)

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	One barrier was students did not have adequate repeated practice in small group or one-to-one format to expose and then remediate learning gaps. The area that showed a decrease and would require students to improve was Literary Analysis, Reporting Category 3.	Provide support from the Reading Coach to model lesson, provide push-ins/pull-outs for interventions and to monitor student growth.	Reading Coach & Administrative Team	Administration, along with the Reading Coach will review classroom assessment data reports on a monthly basis to ensure progress is being made and instruction will be adjusted as needed.	Formative: FAIR; Monthly Assessments, Foresight Assessments, and Interim Assessments; Walkthrough logs; Coaching Logs; Lesson Plans; SuccessMaker reports; and student work Summative: Results from 2013 FCAT 2.0 Reading Assessment
2					
3					

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Reading Florida Assessment Test indicate that 57% of the students made learning gains. Our goal for the 2012 – 2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (11)	67% (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	Students were limited to the exposure of a variety of texts.	Students will be exposed to and engaged in the same reading selection several times to ensure familiarity.	SPED Department Chairperson and Administrative Team	The SPED Department chairperson will offer feedback to teachers during grade level planning sessions. Administration, along with the SPED department chairperson will review classroom assessment data reports on a monthly basis to ensure progress is being made and instruction will be adjusted as needed.	Formative: Bi-Monthly Assessments; Walkthrough Logs; Lesson Plans; Unique Learning Reports; and Student Work Summative: Results from 2013 Reading Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 62% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (20)	67% (22)

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	One barrier was limited time and exposure to graphic organizers which would enhance student acquisition of increased vocabulary. The area that showed a decrease and would require students to improve was Vocabulary.	Provide tutoring 3 times a week. Sessions will be conducted with fidelity using concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing	Reading Coach and Administrative Team	The Reading Coach will monitor the attendance of all students enrolled in tutoring to correlate student gains and losses on monthly assessments to consistent attendance in the tutoring program. Administration, along with the Reading Coach, will review monthly data reports to ensure progress is being made.	Formative: FAIR; Tutoring Attendance Log, Monthly Assessments, Foresight Assessments, and Interim Assessments; Walkthrough logs; and student work Summative: Results from 2013

		examples and non-examples of word relationships.		The team will utilize this data to adjust the groups and texts being utilized	FCAT 2.0 Reading Assessment
2					
3					

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 goal of Poinciana Park Elementary is to reduce the achievement gap by 50%, where 70% of the students will be performing at a Level 3 or higher in Reading. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

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 2011 FCAT Reading Test indicate that 44% of students in the Black subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students in the Black subgroup making learning gains by 6 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 44% (80)	Black: 50% (91)

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 that showed a decrease and would require students to improve was Informational Text, Reporting Category 4. One such barrier was the fact that the social science curriculum was not implemented into the reading block with fidelity.	Implement a Social Science station within the Reading rotations, three times a week, to expose students to more passages of informational text.	Reading Coach and Administrative Team	The administration, along with the Reading Coach, will review data reports on a monthly basis to ensure progress is being made and strategies will be adjusted as needed. Administration will monitor rotation centers while conducting classroom walkthroughs.	Formative: Monthly Assessments, Foresight Assessments, & Interim Assessments; Walkthrough logs; Lesson Plans; and student work Summative: Results from 2013 FCAT 2.0 Reading Assessment
2					
3					

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	
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satisfactory progress in reading. Reading Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011 FCAT Reading Test indicate that 55% of students in the Students with Disabilities subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the Students with Disabilities subgroup by 5 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (22)	60% (24)

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	An anticipated barrier is that students in the Students With Disabilities subgroup required extra time to master the strategies needed to grasp the targeted benchmarks. The area that showed a decrease and would require students to improve was Vocabulary, Reporting Category 1.	Increase the amount of time on Success Maker to 30 minutes per day and infuse technology programs located in the student portal for students to practice strategies in class and at home.	Reading Coach and Administrative Team	Administration, along with the Reading Coach, will review data reports on a monthly basis to ensure progress is being made and strategies will be adjusted as needed utilizing teacher feedback on student skill attainment.	Formative: CAP Reports, Monthly Assessments, Foresight Assessments, & Interim Assessments; Walk-through Logs, and student work Summative: Results from 2013 FCAT 2.0 Reading Assessment
2					
3					

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:

	The results of the 2011 FCAT Reading Test indicate that
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5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	46% of students in the Economically Disadvantaged subgroup made learning gains Our goal for the 2011-2012 school year is to increase the percentage of students in the Economically Disadvantaged subgroup by 5 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (88)	51% (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	An anticipated barrier is that students had limited exposure to a variety of supplemental technology programs, such as River Deep, Success Maker, Ticket to Read, and Reading Plus in order to further develop their skills. The area that showed a decrease and would require students to improve with Reading Application, Reporting Category 2.	The Reading Coach will model and introduce Plot Development and Character Development which will teach students to identify and interpret elements of story structure within and across text, help students to understand character development and character point of view, as well as strengthen their problem solving skills.	Reading Coach and Administrative Team	Administration, along with the Reading Coach will review reading assessments on a monthly basis to ensure that progress is being made and instruction will be adjusted as needed. The Reading Coach will visit classrooms to ensure that the strategies that were presented in the modeling session are being implemented in the teachers' lessons.	Formative: Monthly Assessments, Foresight Assessments, & Interim Assessments; Walkthrough logs; Coaching Logs, and Lesson Plans Summative: Results from 2013 FCAT 2.0 Reading Assessment
2					

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
Differentiating Instruction using FAIR Results	K -5 Reading	Reading Coach	Kindergarten – Fifth Grade Reading Teachers	September 17, 2012	Lesson Plans Classroom Visits/ Observations	Administration
Understanding Core Standards	K -5 Reading	Instructional Coaches	Kindergarten – Fifth Grade Reading Teachers	August 16, 2012	Lesson Plans/ Classroom Visits/ Student Work	Administration
Data Analysis (New Generation Standards)	K -5 Reading	Reading Coach	Kindergarten – Fifth Grade Reading Teachers	Weekly Grade Level Planning Sessions Beginning August 27, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walk-Throughs	Administration
Differentiating Instruction During the Reading Block	K -5 Reading	Reading Coach	Kindergarten – Fifth Grade Reading Teachers	Weekly Grade Level Planning Sessions Beginning August 27, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walk-Throughs	Administration

The Effective Use of Success Maker Reports	3-5 Reading	Reading Coach	Grades 3-5 Reading Teachers	Monthly Grade Level Planning Sessions Beginning September 4, 2012 - Ongoing	Data Chats Utilizing Computer Assisted Programs (CAP) Reports	Administration
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assessing Benchmarks	Foresight Testing	Title I	\$1,514.33
Dissecting Informational Text	Time For Kids Magazine	Title I	\$984.00
			Subtotal: \$2,498.33
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
Reinforcing Benchmarks	After School Tutoring	Title I	\$9,012.00
			Subtotal: \$9,012.00
			Grand Total: \$11,510.33

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.		The results of the 2012 CELLA Test indicate that 33% of students scored proficient in the Listening/Speaking portion of the assessment.			
CELLA Goal # 1:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in the Listening/Speaking portion of the assessment by 5 percentage points to 38%.			
2012 Current Percent of Students Proficient in listening/speaking:					
33% (1)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	<p>One barrier was that students possessed a limited vocabulary bank that limited their understanding and ability to communicate with another in English.</p> <p>One area that requires student improvement is the ability to follow verbal task related directions.</p>	<p>The teacher will provide specific explanations of key words and special or technical vocabulary during everyday language, using examples and nonlinguistic props when possible.</p>	<p>Reading Coach and Administration</p>	<p>Administration, along with the Reading Coach and Counselor, will review assessments on a monthly basis during grade level planning sessions. Data will be utilized to adjust the strategies if needed.</p>	<p>Formative: Monthly Assessments, Foresight Assessments, and Interim Assessments; Lesson Plans</p> <p>Summative: Results from 2013 CELLA Assessment</p>
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Students read in English at grade level text in a manner similar to non-ELL students.

<p>2. Students scoring proficient in reading.</p> <p>CELLA Goal #2:</p>	<p>The results of the 2012CELLA Test indicate that 0% of students scored proficient in the Reading portion of the test.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in the Reading portion of the test by 5 percentage points to 5%.</p>
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2012 Current Percent of Students Proficient in reading:

0% (0)

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>One barrier was that students had difficulty identifying and pronouncing a vast amount of words.</p> <p>One area that requires student improvement is reading comprehension.</p>	<p>Implement jump in reading and choral reading activities to enhance oral practice and literacy.</p>	<p>Reading Coach and Administration</p>	<p>The administration, along with the Reading Coach will review assessments on a monthly basis and adjust the strategy if needed.</p>	<p>Formative: Monthly Assessments; Foresight Assessments, and Interim Assessments Lesson Plans; and student work</p> <p>Summative: Results from 2013 CELLA Assessment</p>

Students write in English at grade level in a manner similar to non-ELL students.

<p>3. Students scoring proficient in writing.</p> <p>CELLA Goal #3:</p>	<p>The results of the 2012CELLA Test indicate that 0% of students scored proficient in the Writing portion of the test.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in the writing portion of the test by 5 percentage points to 5%.</p>
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2012 Current Percent of Students Proficient in writing:

0% (0)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	One barrier was that students became frustrated when prompted to express their thoughts in writing. One area that requires student improvement is succinct thought in written communication.	Teachers will incorporate a dialogue journal, allowing students to write on a topic and teachers to respond to their work, twice a week.	Reading Coach and Administration	The administration, along with the Reading Coach, will review the dialogue journals and classroom assessments once a month. Data will be utilized to adjust the strategies if needed.	Formative: Monthly Assessments; Interim Assessments; and FOLIO, Lesson Plans; and student work Summative: Results from 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 2011 FCAT Mathematics Test indicates that 42% of the students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase Level 3 student proficiency by 1 percentage point to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (75)	43% (78)

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	One such barrier was limited exposure to the utilization of manipulatives. Students in grades 4 – 5 scored lowest in the Reporting Category of Geometry and Measurement.	Increase the usage of hands-on activities, via the mathematics lab, which will provide opportunities for students to identify the properties of two and three dimensional shapes. Utilize the gradual release model to implement problem solving strategies as it relates to perimeter and area. Corrective feedback will be provided by teachers to address students' areas of need.	Mathematics Coach and Administrative Team	Administration, along with the Mathematics Coach, will review formative assessment data reports on a monthly basis to ensure student progress. Data will be used to adjust instruction as needed. The mathematics coach will monitor lab logs to ensure that stations are being attended. The mathematics coach will conduct grade level meetings to include the sharing of best practices.	Formative: Weekly and monthly assessments; Foresight Assessments, District interim Assessments; and authentic student work. 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:	The results of the 2012 Mathematics Florida Alternate Assessment indicate that 23% of the students achieved Levels 4, 5, and 6 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4, 5, and 6 student proficiency by 5 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (7)	28% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students lacked exposure to using manipulatives during classroom instruction.	Provide students with opportunities to learn concepts using manipulatives visuals, number lines, and assistive technology.	SPED Department Chairperson and Administration	Administration, along with the SPED department chairperson, will review classroom assessment data reports on a monthly basis to ensure progress is being made and instruction will be adjusted as needed.	Formative: Bi-monthly assessments, CAP Reports, and authentic student work. Summative: Results from 2013 Mathematics Florida Alternate Assessment
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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:

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 20% of the students achieved proficiency Levels of 4 and 5. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency of Levels 4 and 5 by 4 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (36)	24% (43)

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	One such barrier was limited rigorous and higher order thinking activities that assist in developing exploration and inquiry skills. The area that showed a decrease and would require students to improve is the Reporting Category of Number Operations, Problems, and Statistics.	Students will engage in cooperative group hands-on experiences of grade level concepts to provide the opportunity to develop exploration and inquiry skills that will maintain or increase an understanding of Number Operations, Problems, and Statistics.	Mathematics Coach and Administrative Team	Administration, along with the mathematics coach will review on-going mathematics laboratory enrichment activities and assessments that target application of the skills taught.	Formative: Student authentic work; Monthly classroom assessments; Interim Assessments, and Foresight Assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Mathematics Florida Alternate Assessment indicate that 48% of the students achieved Level 7 proficiency. Our goal for the 2012-2013 school year is to increase Level 7 student proficiency by 3 percentage point to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (15)	51% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are having difficulty comprehending the directions and questions being asked.	Teachers will utilize guided discussion to engage students in real life math problems.	SPED Department Chairperson and Administration	Administration, along with the SPED department will review classroom assessment data reports once a month to ensure progress is being made and instruction will be adjusted as needed.	Formative: Bi-monthly assessments and authentic student work. Summative: Results from 2013 Mathematics Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011 FCAT Mathematics Test indicate that 70% of the students made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (81)	75% (86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed a decrease and would require students to improve was Algebraic Expressions. One barrier was the inconsistency of conducting data chats and reviewing this benchmark and strategies with students.	Incorporate time for push-in interventions to take place that will target individual student needs, as well as time to conduct student data chats.	Mathematics Coach and Administrative Team	Administration, along with the mathematics coach, will review formative monthly assessments and weekly reports to ensure progress is being made and instruction will be adjusted as needed.	Formative: Bi-weekly, Monthly, and Interim Assessments; Foresight Assessments; and Individual student data chat forms. 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 Mathematics Florida Alternate Assessment indicate that 57% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (10)	67% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students had difficulties indicating which response they chose.	Students will be provided with visual choices as presented in the Florida Alternate Assessment.	SPED Department Chairperson and Administration	Administration, along with the SPED department chairperson will review bi-monthly classroom assessment data reports to ensure progress is being made and instruction will be adjusted as needed.	Formative: Bi-monthly assessments and authentic student work. Summative: Results from 2013 Mathematics Florida Alternate Assessment

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

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 63% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (21)	68% (23)

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	An anticipated barrier is that students who were participating in intervention groups did not have ample time to practice strategies related to Data Analysis. The area that showed a decrease and would require students to improve was Data Analysis.	Provide 1 hour after school tutoring sessions 3 times per week to ensure ample opportunities for practice with Data Analysis; specifically targeting the lowest 25 percentile.	Mathematics Coach and Administrative Team	Administration, along with the Mathematics Coach, will review formative monthly and weekly assessment data reports; as well as, intervention assessments to ensure progress is being made. Data will be utilized to adjust intervention groups as needed.	Formative: Bi-weekly, Monthly, and Interim Assessment data reports; Foresight data report; Intervention assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2					
3					

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 # In six years, Poinciana Park will reduce our achievement gap by 50%, resulting in 79% of the students scoring at a Level 3 or higher.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	62	65	69	72	76	
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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 55% of students in the Black subgroup and 77% of the students in the Hispanic subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Black subgroup making learning gains by 10 percentage points to 65%; and the percentage of students in the Hispanic subgroup by 2 percentage points to 79%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Black: 55% (92) Hispanic 77% (8)	Black: 65% (109) Hispanic 79% (8)
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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	One barrier was that 50% of the Mathematics Teachers were not utilizing the technology programs, such as IXL Math and Success Maker, with fidelity. The area that showed a decrease and would require students to improve was the Category of Algebraic Expressions.	Success Maker and IXL Math will be implemented as one of the daily rotation centers to strengthen the Category of Algebraic Expressions.	Mathematics Coach and Administrative Team	Administration, along with the Mathematics Coach, will review formative monthly intervention assessments and weekly CAP reports to ensure progress is being made. Data will be used to adjust the intervention and strategies as needed.	Formative: Monthly and Interim Assessments; Foresight Assessment Data, and CAP reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 48% of the students in the Students with Disabilities subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Students with Disabilities subgroup making learning gains by 5 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (9)	53% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One barrier was there was inconsistent implementation of differentiated instruction and small group instruction during the mathematics instructional block. The area that showed a decrease and would require students to improve is the Reporting Category of Geometry.	Implement differentiated activities providing hands-on practice and the use of manipulatives based on the Reporting Category of Geometry for small group instruction during the 60 minute instructional block.	Mathematics Coach and Administrative Team	Administration, along with the Mathematics Coach, will monitor and adjust academic goals utilizing teacher feedback on student skill attainment and mini-assessments from informal and formal assessments.	Formative: Monthly and Interim Assessments, and Foresight Assessment Data 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 FCAT 2.0 Mathematics Test indicate that 57% of the students in the Economically Disadvantaged subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the Economically Disadvantaged subgroup making learning gains by 7 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (100)	64% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One such barrier was 50% of the Mathematics teachers were not utilizing the technology programs, such as IXL Math and Success Maker, with fidelity. The area that showed a	Implement visual and graphic depictions of problems, as well as the 4-step problem solving process approach to reinforce students' skills and application.	Mathematics Coach and Administrative Team	Administration, along with the Mathematics Coach, will review formative monthly intervention assessments to ensure progress is being made. Data will be utilized to adjust strategies and Instruction as needed.	Formative: Monthly, Interim, and Foresight Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

decrease and would require students to improve was the Category of Algebraic Expressions.

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
Technology in the Mathematics Classroom	K – 5 Mathematics	Mathematics and Science Coaches	K – 5 Mathematics Teachers	Weekly Grade Level Planning Sessions Beginning September 4, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walkthroughs	Administration
Increasing Rigor and Higher Order Thinking in The Mathematics Classroom	Grades 3-5 Mathematics	Mathematics and Science Coaches	Grades 3- 5 Mathematics Teachers	October 26, 2012	Attendance Logs and Review Teacher Lesson Plans	Administration
Data Analysis (Next Generation Standards)	K – 5 Mathematics	Mathematics and Science Coaches	K – 5 Mathematics Teachers	Weekly Grade Level Planning Sessions Beginning August 27, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walkthroughs	Administration
Differentiated Instruction in Mathematics Lab Rotations	K – 5 Mathematics	Mathematics and Science Coaches	K – 5 Mathematics Teachers	Weekly Grade Level Planning Sessions Beginning September 4, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walkthroughs	Administration
Reading through Mathematics	Grades 3-5 Mathematics	Reading, Mathematics, and Science Coaches	Grades 3- 5 Mathematics Teachers	September 26, 2012	Attendance Logs and Review Teacher Lesson Plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Everglades Mathematics K - 12	Workbook of Next Generation Standards with Daily Mixed Review Warm-ups	TITLE I	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IXL Interactive Mathematics	Interactive Math Site Aligned to the Next Generation Standards (3 – 5)	TITLE I	\$1,500.00
			Subtotal: \$1,500.00
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
Foresight Assessment	Assessments for Mathematics, Science, and Reading	TITLE I	\$1,514.33
Reinforcement of Benchmarks	After School Tutoring	TITLE I	\$9,012.00
			Subtotal: \$10,526.33
			Grand Total: \$13,526.33

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 2012 FCAT 2.0 Science test indicate that 16% of the students achieved proficiency (FCAT Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (10)	22% (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	The area that showed a decrease and would require students to improve was the Reporting Category of Earth & Space. One barrier was students needed additional exposure to instructional strategies and activities that were linked to increased rigor through inquiry-based learning.	Develop professional learning communities in order to research, collaborate, design, and implement instructional strategies to increase rigor and the use of the Webb's Depth of Knowledge through inquiry-based learning.	Science Coach and Administrative Team	Administration, along with the Science Coach, will review teachers' lesson plans and student work folders for evidence of the use of inquiry based learning activities. Both will also monitor monthly, Foresight, and Interim assessment data to ensure progress is being made. Data will be used to adjust instruction as needed.	Formative: Lesson Plans; PLC agendas and minutes; Monthly, Foresight, and District Interim Assessments. Summative: 2013 FCAT 2.0 Science Assessment
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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 Science Florida Alternate Assessment indicate that 20% of the students achieved proficiency (Levels 4, 5, and 6). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 25%.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
20% (2)		25% (3)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were exposed to a limited number of hands-on activities to gain a better understanding of concepts.	Provide hands-on instruction in order for students to manipulate and explore actions and outcomes.	SPED Department Chairperson, Science Coach, and Administrative Team	The SPED department chairperson, Science Coach, and administration will review bi-monthly data reports to monitor the progress of students. Data will be utilized to adjust instruction as needed	Formative: Bi-monthly assessments, Lesson Plans, Classroom Walk-through Logs, and authentic student work. Summative: Results from 2013 Science Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT2.0 Science Test indicate that 2% of the students scored above proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving above proficiency level by 2 percentage points to 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2%(1)	4% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One such barrier was students needed additional support to develop independent projects that expanded their skills. The area that showed a decrease and would require students to improve was the Reporting Category of Scientific Thinking.	Provide opportunities for students to model, label, and explain scientific concepts through interactive notebooks which will promote rigor and higher order thinking.	Fifth Grade Teachers, Science Coach, and Administration	Administration and the Science Coach will review data from monthly, Foresight, and Interim assessments. During classroom walk-throughs, administration and the Science Coach will review the interactive notebooks.	Formative: Monthly, Foresight, and Interim Assessments; Interactive Notebooks Summative: 2013 FCAT 2.0 Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		The results of the 2012 Science Florida Alternate Assessment indicate that 60% of the students achieved proficiency (Levels 7). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by three percentage points to 63%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
60% (6)		63% (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 were limited with being able to identify both the visual and written text for the same concept.	Provide students with text and pictures for exploration and identification of key scientific concepts	SPED Department Chairperson and Administrative Team	Administration, along with the SPED Department Chairperson, will review bi-monthly data reports to monitor student progress. Data will be utilized to adjust instruction as needed.	Formative: Bi-monthly assessments; Lesson Plans; and authentic student work. Summative: Results from 2013 Science 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
Technology in the Science Classroom	K – 5 Science	Mathematics and Science Coaches	K – 5 Science Teachers	Weekly Grade Level Planning Sessions Beginning September 4, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walkthroughs	Administration
PLC focus on Scientific Thinking Skills	Grades 3-5 Science	Science Coach	Grades 3 - 5 Science Teachers	Weekly Grade Level Planning Sessions Beginning September 4, 2012 - Ongoing	Monitor PLC Logs & Review the Minutes from Grade Level Planning Meetings	Administration
Increasing Rigor & Higher Order Thinking In the Science Classroom	Grades 3-5 Science	Science & Mathematics Coaches	Grades 3-5 Science Teachers	October 26, 2012	Attendance Logs and Review Teacher Lesson Plans	Administration
Reading Through Science	Grades 3-5 Science	Reading, Mathematics & Science Coaches	Grades 3 - 5 Science Teachers	September 26, 2012	Teacher Lesson Plans	Administration

Data Analysis (Next Generation Standards)	K – 5 Science	Mathematics and Science Coaches	K – 5 Science Teachers	Weekly Grade Level Planning Sessions Beginning August 27, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walkthroughs	Administration
Differentiated Instruction in Science Lab Rotations	K – 5 Science	Mathematics and Science Coaches	K – 5 Science Teachers	Weekly Grade Level Planning Sessions Beginning September 4, 2012 - Ongoing	Grade Level Planning Sessions/Classroom Walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeting Specific Benchmarks	J. Educational Boot Camp	TITLE I	\$1,869.95
			Subtotal: \$1,869.95
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
Assessing Benchmarks	Foresight Assessments	TITLE I	\$1,514.33
Reinforcing Benchmarks	After School Tutoring	TITLE I	\$9,012.00
			Subtotal: \$10,526.33
			Grand Total: \$12,396.28

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.		The results of the 2012 FCAT 2.0 Writing Test indicate that 63% of the students scored a Level 3.0 or higher.			
Writing Goal #1a:		Our goal for the 2012– 2013 school year is to increase the percentage of students scoring Level 3.0 or higher by 4% to 67%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
63% (33)		67% (35)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	The area that showed a decrease and would require students to improve is the Reporting Category of conventions. One barrier was limited practice in the utilization of elaboration in expository essays that follow a plan which includes an introduction, effective transitional devices, and a conclusion.	Students will participate in weekly writing labs conducted by the Reading Coach and teachers that incorporate the four stages of writing.	Reading Coach and Administrative Team	The Reading Coach and teachers will administer and score monthly writing prompts; as well as reviewing student work folders to monitor student progress.	Formative: Monthly Writing Assessments; District Interim Assessments; FOLIO 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:	The results of the 2012 Writing Florida Alternate Assessment indicate that 54% of the students scored a Level 4 or higher. Our goal for the 2012– 2013 school year is to increase the percentage of students scoring Level 4 or higher by 5% to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (7)	59% (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	One barrier encountered was the confusion that accompanied the student trying to express themselves in a sentence.	Provide students with pictures cards to create sentences and paragraphs on a particular order.	SPED Department Chairperson and Administration	Review the bi-monthly assessment reports to monitor progress and adjust instruction as needed.	Formative: Lesson Plans, Bi-monthly assessments, Classroom Walk-through Logs, and authentic student work. Summative: Results from 2013 Writing 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

Revision and Editing Strategies	4th Grade Writing	Reading Coach	4th Grade Reading/Writing Teachers	September 5, 2012	Monitor student writing portfolios, notebooks or journals. The students will make revisions and edit their work so that self-correcting behavior can be easily monitored.	Assistant Principal, Reading Coach
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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
Practice writing prompts	FOLIO	TITLE I	\$2,010.00
			Subtotal: \$2,010.00
			Grand Total: \$2,010.00

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 attendance to 94.81% by minimizing absences due to illnesses and truancy; and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for the 2012-2013 school year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 10.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.31% (431)	94.81% (433)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
193	183

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
84		80			
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	An anticipated barrier is the increase in the number of unexcused absences due to students not obtaining doctor's notes or notes from parents when absent.	Communication made via Connect-Ed to inform parents about their child's attendance and documentation, such as a doctor's note, that must be brought in when he/she returns to school. Host Attendance Counts Celebrations to reward students for perfect attendance on a quarterly basis.	MTSS/RtI Leadership Team	The Registrar will provide the administrative staff with weekly updates to identify which students are becoming or are truant.	Attendance Rosters and Attendance Bulletins
2	An anticipated barrier is students that are in the primary grades arriving late due to the fact that they have siblings in the intermediate grades, so they walk to school together.	Connect Ed Messages, Monthly newsletters, flyers, and the Community Involvement Specialist will encourage parents to have students take advantage of the free breakfast; therefore they will be at school before both sessions begin.	Community Involvement Specialist and Administration	The Registrar will provide the administrative staff with weekly updates to identify which students are repeat offenders of being tardy.	Attendance Rosters and Attendance Bulletins

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	Counselor	All teachers and attendance clerk	November 6, 2012-Teacher Planning Day.	A Truancy Intervention Program will be developed during the PD. Monitor the implementation of this program by teachers and staff.	Assistant Principal and Counselor

Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Truancy prevention	Provide incentives for students with improved attendance	EESAC and PTA	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of 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 our total number of suspensions, which was 6 to 5
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
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	5
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of outdoor suspensions increased from 2 incidents during the 2011-2012 school year, to 5 incidents during the 2012-2013 school year. The anticipated barrier may be that parents are not taking the time to become familiar with the Student Code of Conduct and unaware of the reasons for their child's suspensions because of who was contacted on the emergency contact card.	The school's Assistant Principal, Counselor, and the Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension. A Positive Behavior System will be put in place in order to curbe any negative behavior as soon as it is displayed.	MTSS/RtI Leadership Team	Administration, along with the School Counselor will review the teachers', CIS, and administrative Parents Contact Log for evidence of communication with parents of students who have been placed on outdoor suspension. Parents that were identified as not being the person contacted upon suspension will be contacted for a face to face conference prior to the student returning to discuss preventive strategies.	Parent Communication Log, Parent sign-in Log/Parental Involvement Monthly School Report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct Grades K-5	School-wide	Counselor	Teachers in grades K - 5	Week of September 2012	Utilize classroom walk-throughs to monitor the enforcement of the Student Code of Conduct by the teachers. Monitor Spot Success monthly report.	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The Assistant Principal, school counselor, and the Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension. The Community Involvement Specialist will provide training for parents to gain an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$100.00
Subtotal:			\$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of 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>	N/A - Title I - see PIP			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		During the 2012-2013 school year, our goal is to increase student participation in utilizing computer programs to incorporate mathematics and science to create research projects or essay samples.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One barrier was limited student knowledge of district and community sponsored competitions to generate interest in STEM activities.	Increase the number of students participating in District competitions as a part of our science academy to encourage STEM activities and procedures	Classroom Teachers, Mathematics Coach, Science Coach, Reading Coach, and Administrative Team	Walk-throughs and Grade Level Planning Discussions	Student Work Samples, Lesson Plans, and Registration Forms in District Competitions
2	One barrier was the limited use of Discovery Education to enhance and extend teacher and student interest in STEM related activities.	Incorporate semester projects which encourage collaboration amongst teachers and students in the same homeroom sections to create products that focus on careers after high school.	Classroom Teachers, Mathematics Coach, Science Coach, Reading Coach, and Administrative Team	Walk-throughs and Grade Level Planning Discussions	Student Work Samples and Lesson Plans

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
STEM Implementation Across the Curriculum	School-wide	Mathematics and Science Coaches	All Teachers	September 12, 2012	Administrative Walk Throughs and Registration of Competitions	Administration

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assessing Benchmarks	Foresight Testing	Title I	\$1,514.33
Reading	Dissecting Informational Text	Time For Kids Magazine	Title I	\$984.00
Mathematics	Everglades Mathematics K - 12	Workbook of Next Generation Standards with Daily Mixed Review Warm-ups	TITLE I	\$1,500.00
Science	Targeting Specific Benchmarks	J. Educational Boot Camp	TITLE I	\$1,869.95
Attendance	Truancy prevention	Provide incentives for students with improved attendance	EESAC and PTA	\$200.00
Suspension	The Assistant Principal, school counselor, and the Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension. The Community Involvement Specialist will provide training for parents to gain an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$100.00
				Subtotal: \$6,168.28
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	IXL Interactive Mathematics	Interactive Math Site Aligned to the Next Generation Standards (3 – 5)	TITLE I	\$1,500.00
				Subtotal: \$1,500.00
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	Reinforcing Benchmarks	After School Tutoring	Title I	\$9,012.00
Mathematics	Foresight Assessment	Assessments for Mathematics, Science, and Reading	TITLE I	\$1,514.33
Mathematics	Reinforcement of Benchmarks	After School Tutoring	TITLE I	\$9,012.00
Science	Assessing Benchmarks	Foresight Assessments	TITLE I	\$1,514.33
Science	Reinforcing Benchmarks	After School Tutoring	TITLE I	\$9,012.00
Writing	Practice writing prompts	FOLIO	TITLE I	\$2,010.00
				Subtotal: \$32,074.66
				Grand Total: \$39,742.94

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority

jn Focus

jn Prevent

jn NA

Are you a reward school: Yes No

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

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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
Awards and incentives for student achievement and attendance.	\$1,800.00
Copies of Code of Student Conduct	\$200.00
	\$100.00

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

The school advisory committee will manage the SIP Plan, the school budget, school concerns, and accountability issues.

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 POINCIANA PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	79%	67%	45%	235	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	55%	70%			125	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	73% (YES)			134	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					494	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District POINCIANA PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	69%	74%	33%	224	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	50%	56%			106	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	60% (YES)	58% (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					448	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested