

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTHSIDE ELEMENTARY SCHOOL

District Name: Dade

Principal: Salvatore Schiavone

SAC Chair: Karen Chisholm

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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	Salvatore Schiavone	Elem Ed, Reading, Gifted, MG English, School Principal, Ed leadership	11	11	'12 '11 '10 '09 '08 School Grade A A A A AYP Y Y N Y Y High Standards Rdg. 97 81 88 High Standards Math 114 81 85 Lrng Gains-Rdg. 98 61 71 Lrng Gains-Math 81 58 73 Gains-Rdg-25% 24 57 69 Gains-Math-25% 24 67 83
Assis Principal	Annette Bravo	Reading, ESOL, Preschool Ed, Primary Ed, PK/Primary, Ed Leadership	4	4	'12 '11 '10 '09 '08 School Grade A D A A A AYP Y Y N Y Y High Standards Rdg. 97 17 90 91 High Standards Math 114 51 87 88 Lrng Gains-Rdg. 98 39 71 75 Lrng Gains-Math 81 77 59 68 Gains-Rdg-25% 24 54 62 63 Gains-Math-25% 24 80 51 60

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)
	no Instructional Coaches 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. Professional Development	Principal	On-going	
2	2. Learning Communities	Principal	On-going	
3	3. Peer teacher observation	MINT Mentor	On-going	
4	4. Common Planning	Principal	On-going	

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
3 teachers of the Gifted	Administration ensuring that courses are taken annually.

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
59	11.9%(7)	32.2%(19)	33.9%(20)	22.0%(13)	30.5%(18)	94.9%(56)	6.8%(4)	5.1%(3)	61.0%(36)

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

Iciar Maiz	Chantal Alviarez	MINT Certified	Common Planning
Katherine A. Prelaz		MINT Certified	Common Planning
Richard Calero		MINT Certified	Common Planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal
Social Worker
School Psychologist
School Counselor
Reading Chairperson
EESAC Chairperson
SPED
General Education Teacher
Mathematics Chairperson
Science Chairperson

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 implemented by the school's MTSS 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 MTSS/RtI Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings-monthly, first Wednesday of the month, and additional meetings as needed.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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 following steps will be implemented by the school's MTSS/RtI 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 MTSS/RtI Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings-monthly, first Wednesday of the month, and additional meetings as needed.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, 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. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school. RtI leadership is vital, therefore, in building our team we have considered the following team members:

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Monitors core instruction and examines data to provide intervention and feedback to General Education teachers and School Support Resource Personnel.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff members to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher(s): Participates in student data collection, integrates core instructional materials into instruction, and collaborates with general education teachers through such activities as collaboration and co-teaching.

English Language Learner (ELL) Teacher(s): Participates in student data collection, integrates core instructional materials into instruction, and collaborates with general education teachers through such activities as collaboration and co-teaching.

Instructional Coach(es): Reading/Math/Science: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidenced based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist and School Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Computer Specialist: Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management.

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

- School social worker
- Member of advisory group
- Community stakeholders

RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

The district professional development and support will include:

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The Professional Development will be facilitated by the Principal in collaboration with the Common Core Leadership Team.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)

Progress Monitoring: PMRN, District Interim Assessments

Midyear: FAIR

End of year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments

FCAT

- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The Professional Development will be facilitated by the Principal in collaboration with the Reading Coach.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

School-Based Literacy Leadership Team

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

Salvatore Schiavone, Principal
Annette Bravo, Assistant Principal
Karen Chisholm, Lead Teacher
Elizabeth Mason
Iciar Maiz
Blanca Rodriguez-Berrios
Viola Rodriguez
Nancy Suarez

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

The team identifies the school's current strengths and challenges using a framework focusing on elements of effective schools. Based on the results, the team will then create ongoing plans for continued school improvement. The team will meet a total of six times throughout the school year.

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

- Integration and implementation of Common Core Standards
- Participation and involvement in Learning Communities

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Not Applicable

*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.

Not Applicable

*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?

Not Applicable

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?

Not Applicable

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](#)

Not Applicable

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 Reading Test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 28%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (76)	28% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading test was Reporting Category 2: Reading Application.	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. <ul style="list-style-type: none"> • Mentor Text • Exemplar Text • Graphic organizers • Question Task Cards • Accelerated Reader • Utilize CPALMS for lesson planning. 	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI team team will review data quarterly and make recommendations based on needs assessment.	Formative: 1. FAIR 2. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • Lexia Reading • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer Summative: 2013 FCAT Reading
	The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test:	Utilize grade-level appropriate texts that include identifiable author's purpose for	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership	Formative: 1. FAIR 2. District Assessments:

2	<p>3rd grade - was Reporting Category 2: Reading Application.</p> <p>4th grade – was Reporting Category 3: Literary Analysis</p> <p>5th grade – were in Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively.</p>	<p>writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <ul style="list-style-type: none"> • Mentor Text • Exemplar Text • Graphic organizers • Question Task Cards • Accelerated Reader • Utilize CPALMS for lesson planning. 	<p>team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment.</p>	<ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA <p>3. Teacher created assessment</p> <p>4. Computer Assisted Programs (CAP) reports</p> <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer <p>Summative: 2013 FCAT Reading 2.0</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The results of the 2012 FCAT Reading Test indicate that 34% of students achieved Levels 4 and 5 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 3 percentage points to 37%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

34% (123)	37% (133)
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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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Reading Application.</p> <p>4th grade – was Reporting Category 3: Literary Analysis</p> <p>5th grade – were in Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively.</p>	<p>Utilize use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <ul style="list-style-type: none"> • Reading/Book club (enrichment) • Accelerated Reader • Novel study • Mentor Text • Exemplar Text • Graphic organizers • Utilize CPALMS for lesson planning. 	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment.</p>	<p>Formative:</p> <ol style="list-style-type: none"> 1. FAIR 2. District Assessments: <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer <p>Summative: 2013 FCAT Reading 2.0</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 76% 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 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (149)	81% (159)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test: 3rd grade - was Reporting Category 2: Reading Application. 4th grade – was Reporting Category 3: Literary Analysis 5th grade – were in Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. <ul style="list-style-type: none"> • Reading Plus • Successmaker • Lexia Reading • STAR • Success Academy • Before School tutoring • Readers Theater • Graphic Organizers • Question task cards 	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment	Formative: 1. FAIR 2. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • Lexia Reading • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer Summative: 2013 FCAT Reading 2.0

- Utilize CPALMS for lesson planning.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 73% of students in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage in the lowest 25% making learning gains by 5 percentage points to 78%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (39)	78% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test: 3rd grade - was Reporting Category 2: Reading Application. 4th grade - was Reporting Category 3: Literary Analysis 5th grade - were in Reporting Categories 2 and 4: Reading Application and Informational	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement.	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment	Formative: 1. FAIR 2. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • Lexia Reading • STAR • Accelerated Reader • Successmaker

1	Text/Research Process respectively	<p>Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <ul style="list-style-type: none"> • Daily Intervention group • Reading Plus • Successmaker • Lexia Reading • STAR • Readers Theater • Graphic Organizers • Question task cards • Utilize CPALMS for lesson planning. 	<ul style="list-style-type: none"> • Reading Plus • FCAT Explorer <p>Summative: 2013 FCAT Reading 2.0</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70% Black: 45% Hispanic: 59% Asian: N/A American Indian: N/A	White: 83% Black: 73% Hispanic: 63% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test: 3rd grade - was Reporting Category 2: Reading Application. 4th grade – was	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.	Formative: 1. FAIR 2. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment

1	<p>Reporting Category 3: Literary Analysis</p> <p>5th grade – were in Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively</p>	<p>recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <ul style="list-style-type: none"> • Daily Intervention group • Reading Plus • Successmaker • Lexia Reading • STAR • Readers Theater • Graphic Organizers • Question task cards • Utilize CPALMS for lesson planning. 	<p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>4. Computer Assisted Programs (CAP) reports</p> <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer <p>Summative: 2013 FCAT Reading 2.0</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Reading Application.</p> <p>4th grade – was Reporting Category 3: Literary Analysis</p> <p>5th grade – were in Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>48% (48)</p>	<p>54% (53)</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Reading Application.</p> <p>4th grade – was Reporting Category 3: Literary Analysis</p> <p>5th grade – were in</p>	<p>Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may</p>	<p>MTSS/RTI Leadership Team</p>	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make</p>	<p>Formative:</p> <ol style="list-style-type: none"> 1. FAIR 2. District Assessments: <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> • Lexia Reading

1	Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively	<p>be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <ul style="list-style-type: none"> • Daily Intervention group • Reading Plus • Successmaker • Lexia Reading • STAR • Readers Theater • Graphic Organizers • Question task cards • Utilize CPALMS for lesson planning. 	recommendations based on needs assessment	<ul style="list-style-type: none"> • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer <p>Summative: 2013 FCAT Reading 2.0</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (4)	28% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Reading Application.</p> <p>4th grade – was Reporting Category 3: Literary Analysis</p> <p>5th grade – were in Reporting Categories 2 and 4: Reading Application and Informational Text/Research Process respectively</p>	<p>Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <ol style="list-style-type: none"> 1. FAIR 2. District Assessments: <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • Reading Plus • FCAT Explorer <p>Summative: 2013 FCAT Reading</p>

	<p>structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <ul style="list-style-type: none"> • Daily Intervention group • Reading Plus • Successmaker • Lexia Reading • STAR • Readers Theater • Graphic Organizers • Question task cards • Utilize CPALMS for lesson planning. 		2.0
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (139)	63% (166)

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	5D.1. The area of deficiency noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary.	5D.1. Provide Voyager interventions to improve reading proficiency. Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	5D.1. Rtl Leadership Team	5D.1. Review formative Interim Assessment and simulation test data reports to ensure progress is being made and adjust instruction as needed.	5D.1. Formative: FAIR, Computer Assisted Programs(CAP) reports generated from FCAT Explorer, Riverdeep, Successmaker, Lexia, and Ticket to Read. Summative: Results from 2012 FCAT Reading Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lexia Reading Training	K-5	Webcast	K-5	August 16, 2012	Reports, data binder, walkthroughs	Administration, MTSS/ RtI Leadership Team
STAR and Accelerated Reader	K-5	Assistant Principal	K-5	August 16, 2012	Reports	Media Specialist, Administration, MTSS/RtI Leadership Team
Common Core Standards: Reading	K-5	Common Core Leadership Team	K-5	August 22, 2012	Subsequent Professional Development	Administration, Common Core Leadership Team, MTSS/RtI Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Application and Vocabulary	STAR and Accelerated Reader	PTA	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Professional Development	Manuals, CPALMS, District Pacing Guides	N/A	\$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: \$4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2012 Comprehensive English Language Learning Assessment (CELLA) indicate that 44% of students scored proficient in Listening and Speaking. Our goal for the 2012-2013 school year is to increase the percentage of students proficient.
2012 Current Percent of Students Proficient in listening/speaking:	
44%	

(153)

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
<p>The area of deficiency as noted on the 2012 administration of the CELLA was Listening and Speaking.</p> <p>Students have limited exposure to the spoken language and opportunities to produce language in response to first-hand, multi-sensorial experiences.</p> <p>Students have limited opportunities to interact with each other and exercise the spoken language.</p>	<p>Provide a variety of instructional strategies and activities that include identifying methods of development and words.</p> <p>Listening:</p> <ul style="list-style-type: none"> • LEA • TPR • Modeling • Use Substitution, Expansion, Paraphrase, and Repetition. • Teacher Led Groups • Utilizing illustrations and diagrams <p>Speaking:</p> <ul style="list-style-type: none"> • Brainstorming • Cooperative Groupings • Utilizing illustrations and diagrams to predict and infer • Discussions • Role-playing • Read and Retell/Summarizing/Substitution/Paraphrase • Graphic organizers • Think Alouds • Teacher-Led Groups 	MTSS/RTI Leadership Team	<p>Review formative Interim Assessment and simulation test data reports to ensure progress is being made and adjust instruction as needed.</p>	<p>Formative:</p> <ol style="list-style-type: none"> 1. FAIR 2. District Assessments: <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA <ol style="list-style-type: none"> 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • FCAT Explorer • Waterford • Imagine Learning <p>Summative: 2013 CELLA</p>

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 Comprehensive English Language Learning Assessment (CELLA) indicate that 24% of students scored proficient in Reading.

Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in Reading.

2012 Current Percent of Students Proficient in reading:

24%
(83)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The area of deficiency as noted on the 2012 administration of the CELLA Reading.</p> <p>Students have limited opportunities to read informational text.</p>	<p>Provide interventions to improve reading proficiency:</p> <ul style="list-style-type: none"> • Exemplar text • Mentor text • Time For Kids • Graphic organizers • Read Alouds 	MTSS/RTI Leadership Team	<p>Review formative Interim Assessment and simulation test data reports to ensure progress is being made and adjust instruction as needed.</p>	<p>Formative:</p> <ol style="list-style-type: none"> 1. FAIR 2. District Assessments: <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA

1		<ul style="list-style-type: none"> • Task cards • Reader's Theater • Cooperative grouping • Highlighting text • Note taking • Successmaker 		3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • FCAT Explorer • Waterford • Imagine Learning Summative: 2013 CELLA
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 Comprehensive English Language Learning Assessment (CELLA) indicate that 33% of students scored proficient in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in Writing.
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2012 Current Percent of Students Proficient in writing:

33%
(116).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Writing. Students have limited opportunities to write 5 paragraphs to either narrative or expository prompts.	Provide interventions to improve writing proficiency: <ul style="list-style-type: none"> • Writer's Workshops • Writer's conferences • Four Square Writing • Journals • Illustrating and labeling • Utilizing writing rubrics • Letter writing • Spelling strategies 	MTSS/RTI Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust instructional focus. Provide time during grade level meetings to share best practices and reflect on additional needs.	Formative: <ol style="list-style-type: none"> 1. FAIR 2. District Assessments: <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA • Writing Assessments 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> • Lexia Reading • STAR • Accelerated Reader • Successmaker • FCAT Explorer • Waterford • Imagine Learning Summative: 2013 CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (103)	35% (126)

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>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Number: Fractions</p> <p>4th grade - was Reporting Category 3: Geometry and Measurement</p> <p>5th grade - were in Reporting Categories 3: Geometry and Measurement</p>	<p>Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations.</p> <p>Conduct vertical planning to reinforce attributes of shapes, size, position dimensional geometric shapes, and transitive properties in the primary grades to prepare and support applications of 2 and 3 dimensional shapes in the intermediate grades.</p> <p>Develop grade level guidelines for student learning notebooks proven to increase student achievement.</p> <p>Utilize CPALMS for lesson planning.</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <ol style="list-style-type: none"> District Assessments: <ul style="list-style-type: none"> Baseline Interim MidYear QMBA Teacher created assessment Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> FCAT Explorer Successmaker Think Central Gizmos Moby Math <p>Summative: 2013 FCAT Mathematics 2.0</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 30% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (109)	33% (119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test: 3rd grade - was Reporting Category 2: Number: Fractions 4th grade – was Reporting Category 3: Geometry and Measurement 5th grade – were in Reporting Categories 3: Geometry and Measurement	Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations. Provide enrichment activities such as preparation for participation in the district Math Bowl and SumDog Challenge. Develop grade level guidelines for student learning notebooks proven to increase student achievement. Utilize CPALMS for lesson planning.	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment	Formative: 1. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • FCAT Explorer • Successmaker • Think Central • Gizmos • Moby Math Summative: 2013 FCAT Mathematics 2.0

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 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% (123)	68% (133)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test: 3rd grade - was Reporting Category 2: Number: Fractions 4th grade – was Reporting Category 3: Geometry and Measurement 5th grade – were in Reporting Categories 3: Geometry and Measurement	Provide teachers with training in developing meaning through mathematical problem solving in a real-world context using a variety of tools such as Gizmos and Moby Math. Inventory and redistribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials. Develop grade level guidelines for student learning notebooks proven to increase student achievement. Utilize CPALMS for lesson planning.	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment	Formative: 1. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • FCAT Explorer • Successmaker • Think Central • Gizmos • Moby Math Summative: 2013 FCAT Mathematics 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 54% of students in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage in the lowest 25% making learning gains by 10 percentage points to 64%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (27)	64% (32)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test: 3rd grade - was Reporting Category 2: Number: Fractions 4th grade - was Reporting Category 3: Geometry and Measurement 5th grade - were in Reporting Categories 3: Geometry and Measurement	Provide teachers with training in developing meaning through mathematical problem solving in a real-world context using a variety of tools such as Gizmos and Moby Math. Inventory and redistribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials. Develop grade level guidelines for student learning notebooks proven to increase student achievement. Utilize CPALMS for lesson planning.	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment	Formative: 1. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • FCAT Explorer • Successmaker • Think Central • Gizmos • Moby Math Summative: 2013 FCAT Mathematics 2.0

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Number: Fractions</p> <p>4th grade – was Reporting Category 3: Geometry and Measurement</p> <p>5th grade – were in Reporting Categories 3: Geometry and Measurement</p>
<p>2012 Current Level of Performance:</p> <p>White: 78% (33) Black: 56% (40) Hispanic: 58% (138) Asian: N/A American Indian: N/A</p>	<p>2013 Expected Level of Performance:</p> <p>White: 85% (36) Black: 56% (138) Hispanic: 58% (157) Asian: N/A American Indian: N/A</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Number: Fractions</p> <p>4th grade – was Reporting Category 3: Geometry and Measurement</p> <p>5th grade – were in Reporting Categories 3: Geometry and Measurement</p>	<p>Provide teachers with training in developing meaning through mathematical problem solving in a real-world context using a variety of tools such as Gizmos and Moby Math.</p> <p>Inventory and redistribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials.</p> <p>Develop grade level guidelines for student learning notebooks proven to increase student achievement.</p> <p>Utilize CPALMS for lesson planning.</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <ol style="list-style-type: none"> District Assessments: <ul style="list-style-type: none"> Baseline Interim MidYear QMBA Teacher created assessment Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> FCAT Explorer Successmaker Think Central Gizmos Moby Math <p>Summative: 2013 FCAT Mathematics 2.0</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

53% (52)			61% (60)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Number: Fractions</p> <p>4th grade – was Reporting Category 3: Geometry and Measurement</p> <p>5th grade – were in Reporting Categories 3: Geometry and Measurement</p>	<p>Provide teachers with training in developing meaning through mathematical problem solving in a real-world context using a variety of tools such as Gizmos and Moby Math.</p> <p>Inventory and redistribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials.</p> <p>Develop grade level guidelines for student learning notebooks proven to increase student achievement.</p> <p>Utilize CPALMS for lesson planning.</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <p>1. District Assessments:</p> <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA <p>3. Teacher created assessment</p> <p>4. Computer Assisted Programs (CAP) reports</p> <ul style="list-style-type: none"> • FCAT Explorer • Successmaker • Think Central • Gizmos • Moby Math <p>Summative:</p> <p>2013 FCAT Mathematics 2.0</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.
Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (3)	28% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test:</p> <p>3rd grade - was Reporting Category 2: Number: Fractions</p> <p>4th grade – was Reporting Category 3: Geometry and Measurement</p> <p>5th grade – were in</p>	<p>Provide teachers with training in developing meaning through mathematical problem solving in a real-world context using a variety of tools such as Gizmos and Moby Math.</p> <p>Inventory and redistribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials.</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <p>1. District Assessments:</p> <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA <p>3. Teacher created assessment</p> <p>4. Computer Assisted Programs (CAP) reports</p> <ul style="list-style-type: none"> • FCAT Explorer • Successmaker • Think Central • Gizmos

Reporting Categories 3: Geometry and Measurement	Develop grade level guidelines for student learning notebooks proven to increase student achievement. Utilize CPALMS for lesson planning.		• Moby Math Summative: 2013 FCAT Mathematics 2.0
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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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (145)	64% (168)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 test: 3rd grade - was Reporting Category 2: Number: Fractions 4th grade – was Reporting Category 3: Geometry and Measurement 5th grade – were in Reporting Categories 3: Geometry and Measurement	Provide teachers with training in developing meaning through mathematical problem solving in a real-world context using a variety of tools such as Gizmos and Moby Math. Inventory and redistribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials. Develop grade level guidelines for student learning notebooks proven to increase student achievement. Utilize CPALMS for lesson planning.	MTSS/RTI Leadership Team	Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs. The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment	Formative: 1. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created assessment 4. Computer Assisted Programs (CAP) reports • FCAT Explorer • Successmaker • Think Central • Gizmos • Moby Math Summative: 2013 FCAT Mathematics 2.0

End of Elementary School Mathematics Goals

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

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

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

Common Core Standards: Mathematics	K-5	Common Core Leadership Team	K-5	August 22, 2012	Subsequent Professional Development	Administration, Common Core Leadership Team, MTSS/RtI Leadership Team
Information from Math Leader Meeting	K-5	Viola Rodriguez	K-5	October 10, 2012	Subsequent Professional Development	Administration, Math Department Chair, MTSS/RtI Leadership Team
Information from Math Leader Meeting	K-5	Viola Rodriguez	K-5	November 14, 2012	Subsequent Professional Development	Administration, Math Department Chair, MTSS/RtI Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Big Ideas 1-3 (Used for all Goals)	Gizmos Teacher Manuals	PTA	\$150.00
			Subtotal: \$150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Big Ideas 1-3 (Used for all Goals)	Moby Math	Media Center Software	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Professional Development	Manuals, CPALMS, District Pacing Guides	N/A	\$0.00
Information from District Math Leader Meetings	Manuals, Success Academy Lesson Plans, District Pacing Guides	N/A	\$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: \$650.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	The results of the 2012 FCAT Science 2.0 Test indicate that 43% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (40)	45% (42)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Science 2.0 test was Reporting Category 2: Earth and Space Science.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Science test was Reporting Category 3: Physical Science.</p>	<p>Provide a variety of hands-on inquiry-based learning opportunities for students to observe, interpret, analyze, and draw conclusions.</p> <p>Develop grade level guidelines for student learning notebooks proven to increase student achievement.</p> <p>Use Leveled Readers to address different reading levels to assure students learn concepts.</p> <p>Utilize CPALMS for lesson planning.</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <p>1. District Assessments:</p> <ul style="list-style-type: none"> • Baseline • Interim • MidYear • QMBA <p>3. Teacher created assessment</p> <p>4. Computer Assisted Programs (CAP) reports</p> <ul style="list-style-type: none"> • FCAT Explorer • Successmaker • Gizmos <p>Summative: 2013 FCAT Science 2.0</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	<p>The results of the 2012 FCAT Science 2.0 Test indicate that 24% of students achieved Levels 4 and 5 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 25%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (23)	25% (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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Science 2.0 test was Reporting Category 2: Earth and Space Science.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Science test was Reporting Category 3: Physical Science.</p>	<p>Provide a variety of hands-on inquiry-based learning opportunities for students to observe, interpret, analyze, and draw conclusions.</p> <p>Develop grade level guidelines for student learning notebooks proven to increase student achievement.</p> <p>Use Leveled Readers to address different reading levels to assure students learn concepts.</p> <p>Provide enrichment through on site advanced academic sessions for acceleration.</p> <p>Utilize CPALMS for lesson planning.</p>	MTSS/RTI Leadership Team	<p>Following the Florida Continuous Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated instruction based on student needs.</p> <p>The MTSS/RTI Leadership Team will review data quarterly and make recommendations based on needs assessment</p>	<p>Formative:</p> <ol style="list-style-type: none"> District Assessments: <ul style="list-style-type: none"> Baseline Interim MidYear QMBA Teacher created assessment Computer Assisted Programs (CAP) reports <ul style="list-style-type: none"> FCAT Explorer Successmaker Gizmos <p>Summative: 2013 FCAT Science 2.0</p>

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

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

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Common Core Standards: Reading & Mathematics	K-5	Common Core Leadership Team	K-5	August 22, 2012	Subsequent Professional Development	Administration, Common Core Leadership Team, MTSS/RtI Leadership Team
Information from Science Leader Meeting	K-5	Blanca Rodriguez-Berrios	K-5	October 3, 2012	Subsequent Professional Development	Administration, Science Department Chair, MTSS/RtI Leadership Team
Information from Science Leader Meeting/Common Core Standard tie in.	K-5	Blanca Rodriguez-Berrios	K-5	October 17, 2012	Subsequent Professional Development	Administration, Science Department Chair, Common Core Leadership Team, MTSS/RtI Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry-based and discovery approach Big Ideas 1-4	Safari Montage	Discretionary fund	\$400.00
			Subtotal: \$400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Professional Development	Manuals, CPALMS, District Pacing Guides	N/A	\$0.00
Information from District Science Leader Meetings	Manuals, Success Academy Lesson Plans, District Pacing Guides	N/A	\$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: \$400.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

Writing Goal #1a:

The results of the 2012 FCAT Writing Test indicate that 78% of students scored level 3 or higher.

Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher by 2 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (92)	80% (95)

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>The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was Narrative writing.</p> <p>Level 3 and Above will focus on Vocabulary.</p> <p>Level 4 and Above will focus on Story Structure, Voice, and Supplemental Detail.</p>	<p>During writing instruction, students will utilize graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts).</p> <p>Level 3 and above:</p> <ul style="list-style-type: none"> • Utilize Wild About Words • Interactive word walls <p>• Word Array activities</p> <p>Level 4 and Above:</p> <ul style="list-style-type: none"> • Rigorous planners • Mentor Text • Writer Workshops • Writer Conferencing • Four Square Writing 	MTSS/RTI Leadership Team	<p>Administer and score students' monthly writing prompts to monitor students' progress and to adjust instructional focus. Provide time during grade level meetings to share best practices and reflect on additional needs.</p>	<p>Formative: District Writing Assessments:</p> <ul style="list-style-type: none"> • Beginning of Year • Midyear • End of Year <p>Monthly Writing Assessments</p> <p>Summative: 2013 FCAT 2.0 Writing Test</p>

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

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Four Square (1a.1)	K-5	Writing teacher	Language Arts/Reading	August 16, 2012	Leadership team monitors student	MTSS/RtI Leadership Team
Primary Pizzaz (1a.1)	K-5	Pauline Ward	Dade Reading Council Members	October 13, 2012	Leadership team monitors implementation	MTSS/RtI Leadership Team

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance to 95.84% by minimizing absences and creating a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5 % respectively.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

35.34% (856)	95.84% (861)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
276	262
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
203	193

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with effects of tardies and absences on student learning and achievement. Excessive absences have increased by 7% from the previous year. The attendance rate decreased by .88% from the previous year.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Provide parents with information for the KidCare program, Florida's state insurance program for children. Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Committee (ARC). Reward students who earn 100% quarterly.	Assistant Principal and Attendance Clerk	Monthly updates to Administration by the ARC and to entire faculty during faculty meetings. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	100% Attendance Production 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 school will create a wellness committee in order to monitor	

Physical Education Teachers will provide training on how to implement Health curriculum	K-5	Physical Education Teacher	K-5 Teachers	October 26, 2012	the implementation of policy and systems recommended by the Alliance for a Healthier Generation, the American Heart Association, and the Clinton Foundation.	The Wellness Committee and School Administration
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve attendance	100% Attendance Certificates	PTA	\$300.00
			Subtotal: \$300.00
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: \$300.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10 percentage points.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
16	14				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
13	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	To minimize or maintain suspensions at this rate, we will continue to recognize students for positive behavior.	Send home a copy of the Student/Parent Handbook which includes portions of the Student Code of Conduct relevant to elementary school students and school rules and expectations. Use SPOT Success Recognition program and "Do the Right Thing" as incentives for rewarding positive student behavior. Utilize conduct certificates to reward students with 4.0 GPA in conduct.	Administrative Team, Counselor	Monitor Spot Success report by grade level and monitor COGNOS report on student suspension rate.	Participation Log for students who are recognized with SPOT Success and "Do the Right Thing". Conduct Award Production 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
No Data Submitted						

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Award Ceremony	Conduct award certificates	PTA	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

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>		Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide events by 1 percentage point.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
10%		11%			
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	Lack of participation by parents in school-wide activities.	<ul style="list-style-type: none"> Parent Academy Workshops Telephone calls via Connect-Ed to parents to invite them to attend PTA/parent Group meetings and school wide activities 	School Administration	Review sign-in sheets/logs to determine the number of parents attending school wide events.	<ul style="list-style-type: none"> Parent Academy sign-in sheets School wide activity sign-n sheets Connect-Ed Call Log

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Provide a rigorous yet supportive academic environment for students in grades 3 – 5 thereby raising the expectation of becoming mathematicians, scientists, and engineers.			
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' background knowledge in the areas of science, advanced technology, and engineering.	Participation in school and district's science fair. Enrichment provided by advanced academic classes. Use technology such as	MTSS/RTI Leadership Team	Improvement Model (FCIM), the school based literacy leadership team and teachers will review assessment data monthly and adjust instruction as needed; differentiated	Formative: 1. District Assessments: • Baseline • Interim • MidYear • QMBA 3. Teacher created

1	Gizmos, FCAT Explorer, and Safari Montage	instruction based on student needs. The MTSS/RTI team will review data quarterly and make recommendations based on needs assessment	assessment 4. Computer Assisted Programs (CAP) reports • FCAT Explorer • Successmaker • Gizmos Summative: 2013 FCAT Science
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Big Ideas 1-3 (Used for all Goals)	Gizmos Teacher Manuals	PTA	\$150.00
Attendance	Improve attendance	100% Attendance Certificates	PTA	\$300.00
				Subtotal: \$450.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Application and Vocabulary	STAR and Accelerated Reader	PTA	\$4,000.00
Mathematics	Big Ideas 1-3 (Used for all Goals)	Moby Math	Media Center Software	\$500.00
Science	Inquiry-based and discovery approach Big ideas 1-4	Safari Montage	Discretionary fund	\$400.00
				Subtotal: \$4,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Professional Development	Manuals, CPALMS, District Pacing Guides	N/A	\$0.00
Mathematics	Common Core Professional Development	Manuals, CPALMS, District Pacing Guides	N/A	\$0.00
Mathematics	Information from District Math Leader Meetings	Manuals, Success Academy Lesson Plans, District Pacing Guides	N/A	\$0.00
Science	Common Core Professional Development	Manuals, CPALMS, District Pacing Guides	N/A	\$0.00
Science	Information from District Science Leader Meetings	Manuals, Success Academy Lesson Plans, District Pacing Guides	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Award Ceremony	Conduct award certificates	PTA	\$300.00
				Subtotal: \$300.00
				Grand Total: \$5,650.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student and teacher incentives.	\$4,093.00

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

Monitor implementation of the SIP through ongoing data analysis.

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 SOUTHSIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	79%	86%	56%	300	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	74%	61%			135	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?	74% (YES)	71% (YES)			145	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					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

No Data Found