FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: TREASURE ISLAND ELEMENTARY SCHOOL

District Name: Dade

Principal: Gloria P. Barnes

SAC Chair: Luz M. Deluque

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2012: School Grade-B; 60% met high standards in reading; 61% met high standards in math; 76% made learning gains in reading; 66% made learning gains in math; 69% of the lowest 25% made learning gains in reading; 59% of the lowest 25% made learning gains in math
					2011: School Grade-A; AYP was not made; 74% met high standards in reading; 78% met high standards in math; 66% made learning gains in reading; 65% made learning gains in math; 55% of the lowest 25% made learning gains in reading; 67% of the lowest 25% made learning gains in math
					2010: School Grade-A; AYP was not made; 77% met high standards in reading; 76% met high standards in math; 71% made learning gains in reading; 61% made learning gains in math; 61% of the lowest
Assis Principal	Sonia C. Cruz	ELEM ED, ESOL, ED LEADERSHIP	8	9	

					25% made learning gains in reading; 53% of the lowest 25% made learning gains in math
					2009: School Grade-A; AYP was made; 77% met high standards in reading; 78% met high standards in math; 72% made learning gains in reading; 69% made learning gains in math; 70% of the lowest 25% made learning gains in reading; 58% of the lowest 25% made learning gains in math
					2008: School Grade-B; AYP was made; 74% met high standards in reading; 68% met high standards in math; 64% made learning gains in reading; 62% made learning gains in math; 49% of the lowest 25% made learning gains in reading; 49% of the lowest 25% made learning gains in math
Principal	Gloria P. Barnes	E CHILD ED, ELEM ED, READING, MG ENGLISH, SCHOOL PRINCIPAL	8	23	2012: School Grade-B; 60% met high standards in reading; 61% met high standards in math; 76% made learning gains in reading; 66% made learning gains in math; 69% of the lowest 25% made learning gains in reading; 59% of the lowest 25% made learning gains in math

2011: School Grade-A; AYP was not made; 74% met high standards in reading; 78% met high standards in math; 66% made learning gains in reading; 65% made learning gains in math; 55% of the lowest 25% made learning gains in reading; 67% of the lowest 25% made learning gains in math

2010: School Grade-A; AYP was not made; 77% met high standards in reading; 76% met high standards in math; 71% made learning gains in reading; 61% made learning gains in math; 61% of the lowest 25% made learning gains in reading; 53% of the lowest 25% made learning gains in math

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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					2012: School Grade-B; 60% met high standards in reading; 61% met high standards in math; 76% made learning gains in reading; 66% made learning gains in math; 69% of the lowest 25% made learning gains in reading; 59% of the lowest 25% made learning gains in math

Reading	Gretel Alvarez	Elem Ed, ESOL	9	4	2011: School Grade-A; AYP was not made; 74% met high standards in reading; 78% met high standards in math; 66% made learning gains in reading; 65% made learning gains in math; 55% of the lowest 25% made learning gains in reading; 67% of the lowest 25% made learning gains in math 2010: School Grade-A; AYP was not made; 77% met high standards in reading; 76% met high standards in math; 71% made learning gains in reading; 61% made learning gains in math; 61% of the lowest 25% made learning gains in reading; 53% of the lowest 25% made learning gains in math 2009: School Grade-A; AYP was made; 77% met high standards in reading; 78% met high standards in math; 72% made learning gains in reading; 69% made learning gains in math; 70% of the lowest 25% made learning gains in reading; 58% of the lowest 25% made learning gains in math 2008: School Grade-B; AYP was made; 74% met high standards in reading; 68% met high standards in math; 64% made learning gains in reading; 62% made learning gains in math; 49% of the lowest 25% made learning gains in reading; 49% of the lowest 25% made learning gains in math

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Provide peer teachers/mentors for ongoing professional development	Principal	Ongoing	
2	2. Collaborate with the departments of Professional Development and Human Resources	Principal	Ongoing	
3	3. Participate with field experience programs and internship programs from universities	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0(zero)	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	2.0%(1)	20.4%(10)	49.0%(24)	28.6%(14)	38.8%(19)	71.4%(35)	10.2%(5)	12.2%(6)	77.6%(38)

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
Judith Arencibia	Myenis Lu	To provide expertise and support to enhance instruction	Classroom observation, lesson studies

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:
. training to certify qualified mentors for the New Teacher (MINT) Program
. training for add-on endorsement programs, such as Reading, Gifted, ELL
. training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
. tutorial programs
. parent outreach activities

The above services will be provided should funds become available for the 2011-2012 school year and should the FLDOE approve the application.

Title X- Homeless

•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers on-site group counseling to identify students to promote violence prevention.

Nutrition Programs

Nutrition Programs
•The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
•Nutrition Education, as per state statute, is taught through physical education.
•The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.
•Treasure Island Elementary is a Healthy Choice School.
•United States Agriculture Department's Fresh Fruit and Vegetable Program

Housing Programs

N/A

Head Start

The Head Start will be coordinated and integrated in our school by developing the social competency of our students, promoting school readiness and to serve as a "catalyst to empower families for growth and change."

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Parental Involvement Program

Treasure Island Elementary will ensure and monitor parental involvement through the following:

•Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
•Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

•Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

•Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

The Voluntary Public School Choice Program (I Choose!)

The Voluntary Public School Choice Program (I Choose!), a federally funded grant, is a district wide initiative designed to assist in achieving the Miami- Dade Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The MTSS Leadership Team is comprised of the principal, assistant principal, reading coach, guidance counselor, and teacher of the gifted. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: math and science coach, special education personnel, school psychologist, school social worker, and community stakeholders.

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 MTSS Leadership Team is an extension of Treasure Island Elementary School's Leadership Team. Administrators will ensure commitment and allocate resources; teachers and coaches will share the common goal of improving instruction for all students; and instructional support professionals will work to build staff support, internal capacity, and sustainability over time. The Team is strategically integrated in order to support the administration through a process of problem solving as academic and behavioral issues and concerns arise. Through an ongoing, systematic examination of available data, the team will strive to attain 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. The team will use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions: What will 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)?

The Team will hold bi-monthly meetings and use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. In addition, the Team will: Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM; maintain communication with staff for input and feedback, as well as updating them on procedures and progress; support a process and structure within the school to design, implement, and evaluate both

daily instruction and specific interventions; provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery; assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; provide levels of support and interventions to students based on data; and consider data the end of year Tier 1 problem solving.

The Leadership Team will work collaboratively with the EESAC to develop a SIP that promotes a quality general education program 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 an 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.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

MTSS Implementation

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

The MTSS Leadership Team will address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs; hold regular team meetings; maintain communication with staff for input and feedback, as well as updating them on procedures and progress; support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions; provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness or program delivery; and assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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. Managed academic data will include: FAIR assessment; Edusoft reports of baseline and interim assessments, state/local Math and Science assessments; FCAT; student grades; Success Maker Utilization and Progress Reports;
school site specific assessment (e.g., STAR Reading). Managed behavior data will include: Student Case Management System (SCAM); detentions; suspension/expulsions; referrals by student behavior, staff behavior, and administrative context; office referral per day per month; team climate surveys; attendance; and referrals to special education programs.

Describe the plan to train staff on MTSS.

The district professional development and support will include: training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan; providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

The administration will ensure that all stakeholders are knowledgeable about MTSS and will provide feedback as needed to promote its effectiveness.

Literacy Leadership Team (LLT)

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

Treasure Island Elementary School's Literacy Leadership Team consists of: Principal, Assistant Principal, Reading Coach, International Baccalaureate Primary Years Programme (IB-PYP) Coordinator, Media Specialist, and all grade level chairpersons.

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

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.

The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The Literacy Leadership Team will provide support to all teachers to ensure that the CCSSS and NGSSS are achieved and the SIP strategies are implemented effectively. The Team will analyze assessment data to monitor student progress and mastery of benchmarks, thereby ensuring that the strategies are promoting core and supplemental instruction as well as providing enrichment opportunities. Further, the LLT will provide support to all teachers to ensure that the implementation of the IB-PYP supports and enhances literacy instruction and student mastery of benchmarks.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/4/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Treasure Island Elementary School conducts a two-hour Pre-Kindergarten orientation in kindergarten classrooms in the early spring of the year for incoming Pre-Kindergarten students from all VPKs that feed into our kindergarten. They participate in the class activities to become acquainted with the kindergarten classroom. In addition, a registration orientation for the parents of incoming Pre-Kindergarteners is held to familiarize them with requirements and procedures for the registration process.

The assessment tools utilized to determine student readiness rates include: the Phonological Literacy Inventory (P.E.L.I.); Devereau Early Childhood Assessment (D.E.C.A.); Building Early Language and Literacy (B.E.L.L.); and the Houghton Mifflin Benchmark Assessment. The Pre-Kindergarten teacher is responsible for administering the assessment tools and implementing the strategies. Preschoolers who have been identified as having a low readiness rate receive focused, intensive instruction in their area(s) of weakness. Instructional strategies utilized to remediate the deficiencies include a variety of visual, kinesthetic and auditory activities, including puppetry, music and poetry. The Test of Phonological and Print Awareness

Early Childhood Assessment is utilized to evaluate the effectiveness of the program. In addition, kindergarten FAIR results will be analyzed to identify potential targeted literacy skills.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Results of the 2012 FCAT indicate that 26% of the students achieved proficiency in reading. The goal for the 2012-2013 school year will be to increase the percentage of students achieving proficiency by 3 percentage points from 26% to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (89)	29% (98)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 FCAT administration were Grade 3: Reading Application; Grade 4 and 5: Literary Analysis Fiction and Nonfiction. These deficiencies are due to the need to provide students with additional experiences in drawing conclusions; making inferences; and identifying: implied main idea, causal relationships, author's perspective, and descriptive and figurative language.	Provide additional opportunities for students to use grade-level appropriate texts, poetry and real-world documents to practice: identifying implied main idea and relevant details; drawing conclusions and making inferences; identifying descriptive language; and locating, interpreting and organizing information.	Administration, Reading Coach and LLT	The MTSS/RtI and Literacy Leadership teams will review formative and Baseline and Interim assessment data, FAIR and STAR and Accelerated Reader data, and SuccessMaker or Destination Reading progress reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, Accelerated Reader, SuccessMaker and Destination Reading reports

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Results of the 2012 FCAT indicate that 32% of the students achieved above proficiency in reading. The goal for the 2012-2013 school year will be to increase the percentage of students achieving above proficiency by 1 percentage point from 32% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (108)	33% (112)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT administration was Literary Analysis: Fiction and Nonfiction. This deficiency is due to the students' limited understanding of figurative language and literary text features.	Provide enrichment activities that use drama, poetry, real-world documents, primary sources and instructional technology to practice: 1) recognizing how authors use figurative language, and 2) using text features to locate, interpret and organize information in all core subjects. .	Administration, Reading Coach and LLT	The MTSS/RtI and Literacy Leadership teams will review formative and Baseline and Interim assessment data, FAIR and STAR and Accelerated Reader data, and SuccessMaker or Destination Reading progress reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, Accelerated Reader, SuccessMaker and Destination Reading reports

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:	Results of the 2012 FCAT indicate that 76% of students made learning gains in reading. The goal for the 2012-2013 school year will be to increase the percentage of students making learning gains by 5 percentage points from 76% to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (155)	81% (165)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT administration was Reading Application. This deficiency is due to the need to provide students with additional experiences in making inferences and drawing conclusions.	Provide additional daily practice in making inferences and drawing conclusions in all core subjects through differentiated instruction and utilizing instructional technology e.g., SuccessMaker and Destination Reading.	Administration, Reading Coach and LLT	The MTSS/RtI and Literacy Leadership teams will review formative and Baseline and Interim assessment data, FAIR and STAR and Accelerated Reader data, and SuccessMaker or Destination Reading progress reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, Accelerated Reader, SuccessMaker and Destination Reading reports

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%	Results of the 2012 FCAT indicate that 69% of the Lowest

making learning gains in reading. Reading Goal #4:	25 % made Learning Gains. The goal for the 2012-2013 school year will be to increase the percentage of the Lowest 25% making learning gains by 5 percentage points from 69% to 74%.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
69% (35)	74% (38)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT administration was Reading Application. This deficiency is due to the need to provide students with additional experiences in making inferences and drawing conclusions.	Provide additional daily practice in making inferences and drawing conclusions in all core subjects through differentiated instruction and utilizing instructional technology e.g., SuccessMaker and Destination Reading.	Administration, Reading Coach and LLT.	The MTSS/RtI and Literacy Leadership teams will review formative and Baseline and Interim assessment data, FAIR and STAR and Accelerated Reader data, and SuccessMaker or Destination Reading progress reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, Accelerated Reader, SuccessMaker and Destination Reading reports

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 # 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:	Results of the 2011 FCAT indicate that 67% of Hispanic students achieved proficiency in reading. The goal for the 2011-2012 school year will be to increase the percentage of students scoring at or above grade level by three percentage points from % to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic:	Hispanic:

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 2011 FCAT	Increase instruction in reading strategies that	RtI Team	Classroom teachers and the RtI Leadership Team	Summative: 2012 FCAT

1	administration was Vocabulary. This deficiency is due to the need to provide students with additional experiences to engage in activities that foster vocabulary development in all core subjects.	help students determine word meanings by: 1) increasing reading practice in all content areas, and 2) effectively implementing instructional technology to differentiate instruction, e.g., SuccessMaker, Riverdeep , Accelerated Reader and STAR.		will review formative and Baseline and Interim assessment data, FAIR and STAR data, and SuccessMaker, Accelerated Reader or Riverdeep progress reports, to determine if adequate progress is being made and if strategies need to be modified.	Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, Accelerated Reader, SuccessMaker and Riverdeep

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Results of the 2011 FCAT indicate that 65% of the English Language Learners achieved proficiency in reading. The goal for the 2011-2012 school year will be to increase the percentage of students scoring at or above grade level by four percentage points from 65% to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (93)	69% (99)

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 2011 FCAT administration was Vocabulary. This deficiency is due to the need to provide students with additional experiences to engage in activities that foster vocabulary development in all core subjects.	Engage students by utilizing evidence-based ESOL instructional strategies in all core subjects, such as focusing on key vocabulary, utilizing word banks/vocabulary notebooks, and incorporating instructional technology, e.g., Accelerated Reader and SuccessMaker.	RtI Team	Classroom teachers and the RtI Leadership Team will review formative and Baseline and Interim assessment data, FAIR, STAR and Accelerated Reader data, and SuccessMaker or Riverdeep progress reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2012 FCAT Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, Accelerated Reader, SuccessMaker and Riverdeep reports

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Results of the 2011 FCAT indicate that 68% of the economically disadvantaged students achieved proficiency in reading. The goal for the 2011-2012 school year will be to increase the percentage of students scoring at or above grade level by three percentage points from 68% to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (182)	71%(190)

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 2011 FCAT administration was Reading Application. This deficiency is due to the need to provide students with additional experiences in making inferences and drawing conclusions.	Provide appropriate reading resources, e.g., Imagine Learning, Riverdeep, SuccessMaker, and Brainpop, to accommodate and support the acquisition of reading skills.	RtI Team	Classroom teachers and the RtI Leadership Team will review formative and Baseline and Interim assessment data, FAIR and STAR data, and SuccessMaker or Riverdeep progress reports, to determine if adequate progress is being made and if strategies need to be modified.	2011 FCAT Summative: 2012 FCAT Assessment Formative: Mini assessments, Baseline and Interim assessments, FAIR, STAR, SuccessMaker and Riverdeep reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Destination Reading	3rd Grade	Consultant	3rd Grade Teachers	October 10, 2012	The MTSS/RtI team will review data reports to monitor implementation.	MTSS/RtI Team
SuccessMaker for Interventions	3rd-5th Grade	Consultant/Reading Coach	3rd-5th Grade teachers	August 21-November 30, 2012	The MTSS/RtI team will review data reports to monitor implementation.	MTSS/RtI 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
5B.1 Increase instruction in reading strategies that help students determine word meanings by: 1) increasing reading practice in all content areas, and 2) effectively implementing instructional technology to differentiate instruction, e.g., SuccessMaker, Destination Reading, Accelerated Reader and STAR.	Accelerated Reader Books and Incentives	EESAC	$1,000.00
			Subtotal: $1,000.00

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
Engage students by utilizing evidence-based ELL instructional strategies in all core subjects, such as focusing on key vocabulary, utilizing word banks/vocabulary notebooks, providing daily language practice, and incorporating instructional technology, e.g., Accelerated Reader and SuccessMaker.	Daily Language Review by Evan-Moor	EESAC	$145.00
			Subtotal: $145.00
			Grand Total: $1,145.00

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:	Results of the 2011-2012 CELLA indicate that 68% of the students achieved proficiency in the area of Listening/Speaking. The goal for the 2012-2013 school year will be to increase the percentage of students achieving proficiency.

2012 Current Percent of Students Proficient in listening/speaking:
68% (146)

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 are entering the grade level with deficiencies in listening/speaking skills.	Engage students by utilizing the following listening and speaking strategies:	Administration, MTSS/RtI Team	The MTSS/ RtI Leadership Team will review data of mini-assessments, baseline	Formative Evaluation: On-going assessment,

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	Students' lack of motivation and interest are variables that influence students' deficiencies in listening and speaking skills.	Listening Simplify language-use pictures, graphics Focus questions-purpose for listening Body language-physically demonstrate meanings Realia-concrete objects Visual Cues-illustrate concepts, webs, clustering Note taking Outlines Preview in Native Language Listening Centers Activate Prior Knowledge Focus on key vocabulary Check for understanding-paraphrasing Recap key points Technology Speaking Small groups (Pairing ELL students with English speakers) Cooperative Learning Wait Time Encourage communication Multiple Meaning Words Ask point of view/opinions Paraphrasing Brainstorming Role Playing		and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and to inform future instructional decisions.	Performance Assessment, and Rubrics Diagnostic Evaluation: Mini assessments, baseline and interim assessments, FAIR, and SuccessMaker. Summative Evaluation: 2012-2013 CELLA

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:	Results of the 2011-2012 CELLA indicate that 33% of the students achieved proficiency in the area of Reading. The goal for the 2012-2013 school year will be to increase the percentage of students achieving proficiency.

2012 Current Percent of Students Proficient in reading:

33% (72)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are entering the grade level with inadequate reading skills. Students lack the support to engage in meaningful language practice and vocabulary development.	Teachers will implement the following during- and after reading strategies: Think-aloud Decodable Books-Supplemental instruction. Front Loading-developing schemata	Administration, MTSS/RtI Team	The MTSS/ RtI Leadership Team will review data of mini-assessments, baseline and interim assessments, FAIR, SuccessMaker, and on-going assessments to measure progress, growth and application, and inform future	Formative Evaluation: On-going assessment, Performance Assessment, and Rubrics Diagnostic Evaluation: Mini assessments,

		Preview in Native Language Graphic Organizers Vocabulary Teacher made questions Discussions Summarizing Strategies Read-along listening centers Reference Tools (Thesaurus, Dictionary in Native Language) Read Alouds with visual aids Independent Reading Picture Walk Accelerated Reader		instructional decisions.	baseline and interim assessments, FAIR, and SuccessMaker. Summative Evaluation: 2012-2013 CELLA
1					

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Results of the 2011-2012 CELLA indicate that 34% of the students achieved proficiency in the area of Reading. The goal for the 2012-2013 school year will be to increase the percentage of students achieving proficiency.
2012 Current Percent of Students Proficient in writing:	
34% (74)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are entering the grade level with inadequate writing skills. This prevents them from effectively completing a writing assignment.	Provide daily practice with the Writing Process Model, reading written samples, note taking, maintaining a vocabulary notebook, illustrating and labeling, writing summaries and writing sentences.	Administration, MTSS//RtI Team	The MTSS/ RtI Leadership Team will review data of mini-assessments, the diagnostic evaluation of writing samples, and monitor ongoing assessments to measure progress, growth and application, and make further instructional decisions.	Formative Evaluation: Ongoing assessments, Journal Writing. Reflective Lesson Log, and SuccessMaker Diagnostic Evaluation Mini assessments, Baseline and Interim Assessment, Writing Samples Summative Evaluation 2012-2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

N/A			$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A			$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:	Results of the 2012 FCAT indicate that 26% of the students achieved proficiency in Mathematics. The goal for the 2012-2013 school year will be to increase the percentage of students achieving proficiency by 4 percentage points from 26% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (88)	30% (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 2012 FCAT data indicate that increased achievement is needed in the following content clusters: Grade 3: Number: Fractions; Grade 4: Geometry and Measurement; Grade 5: Expressions, Equations and Statistics. Students do not have an understanding of: linear equations; geometry and measurement; comparing and ordering mixed numbers and equivalent fractions; and how to write, interpret and use mathematical expressions and equations.	Utilize mathematics task cards, hands-on materials, models and the pacing guide to: 1) develop an understanding of linear equations and number order and fractions; 2) provide additional grade-level interventions that promote the acquisition of geometric and measurement concepts; 3) provide experiences for developing proficiency in writing, interpreting and using mathematical expressions and equations using inductive reasoning and by incorporating technology-based instruction and infusing literacy in the mathematics classroom, e.g., Mathematics Literature Guide.	Administration and MTSS/RtI Team.	The MTSS/RtI Leadership Team will monitor Baseline, Interim and mini assessment data, and SuccessMaker or Destination Math reports to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Baseline and Interim, mini, and textbook assessments, and GIZMOS, SuccessMaker, Destination Math, FCAT Explorer report

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:	Results of the 2012 FCAT indicate that 33% of the students achieved proficiency in Mathematics. The goal for the 2012-2013 school year will be to increase the percentage of students achieving and maintaining proficiency by 2 percentage point from 33% to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (112)	35% (118)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The 2012 FCAT data indicate that increased achievement is needed in Grades 3, 4 and 5 in Geometry and Measurement. This deficiency is due to the students' need for additional opportunities to engage in above grade level activities that promote the analyzing of geometric models and measurement concepts.	Provide enrichment opportunities that focus on analyzing geometric models and measurement concepts through differentiated instruction, mathematics task cards, incorporating technology-based instruction and implementing collaborative practice projects.	Administration and MTSS/RtI Team.	The MTSS/RtI Leadership Team will monitor Baseline, Interim and mini assessment data, and SuccessMaker or Destination Math reports to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Baseline and Interim, mini, and textbook assessments, and GIZMOS, SuccessMaker, Destination Math, FCAT Explorer report

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:	Results of the 2012 FCAT indicate that 66% of the students made Learning Gains in Mathematics. The goal for the 2012-2013 school year will be to increase the percentage of students making learning gains by 5 percentage points from 66% to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (135)	71% (145)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT data indicate that increased achievement is needed in the following content clusters: Grade 3: Number: Fractions; Grade 4 and 5: Number: Base Tens & Fractions. This deficiency is due to the students' need for additional foundational support for understanding fractions.	Provide hands-on activities designed to help the students discover the concepts of fractions through daily classroom instruction, including incorporating technology-based instruction and cooperative learning activities, e.g., Math Olympics.	Administration and MTSS/RtI Team.	The MTSS/RtI Leadership Team will monitor Baseline, Interim and mini assessment data, and SuccessMaker or Destination Math reports to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Baseline and Interim, mini, and textbook assessments, and GIZMOS, SuccessMaker, Destination Math, FCAT Explorer report

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Results of the 2012 FCAT indicate that 59% of the Lowest 25% made learning gains in Mathematics. The goal for the 2012-2013 school year will be to increase the percentage of the lowest 25% making learning gains by 10 percentage points from 59% to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(32)	69%(37)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT data indicate that increased achievement is needed in Grades 3, 4 and 5 in Geometry and Measurement. This deficiency is due to the students' limited understanding of conceptual foundations for understanding geometry and measurement.	Engage students in reviewing and reinforcing concepts to develop meaningful understanding of measurement and geometric relationships through the incorporation of instructional technology and metacognitive reflection in cooperative learning groups, peer tutoring, whole groups, tutorial classes and/or journaling.	Administration and MTSS/RtI Team.	The MTSS/RtI Leadership Team will monitor Baseline, Interim and mini assessment data, and SuccessMaker or Destination Math reports to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Baseline and Interim, mini, and textbook assessments, and GIZMOS, SuccessMaker, Destination Math, FCAT Explorer report

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 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 mathematics. Mathematics Goal #5B:	Results of the 2011 FCAT indicate that 74% of Hispanic students achieved proficiency in math. The goal for the 2011-2012 school year will be to increase the percentage of students scoring at or above grade level by three percentage points from 74% to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 74% (158)	Hispanic: 77%(164)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The 2011 FCAT data indicate that increased achievement is needed in Number: Operations, Problems and Statistics. This deficiency is due to the students' limited math vocabulary to perform adequately on grade level.	Utilize best practices as a lead-in and for guided practice or closure of the lesson, e.g., incorporating literature-based activities, and utilizing student-created, interactive "word walls" in conjunction with each lesson.	RtI Team	Classroom teachers and the RtI Leadership Team will monitor Baseline, Interim and mini assessments data, and SuccessMaker or Riverdeep reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2012 FCAT Assessment Formative: National Library of Virtual Manipulatives, Baseline, Interim and mini assessments, GIZMOS, SuccessMaker, Riverdeep, FCAT Explorer reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Results of the 2011 FCAT indicate that 75% of the English Language Learners achieved proficiency in math. The goal for the 2011-2012 school year will be to increase the percentage of students scoring at or above grade level by three percentage points from 75% to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (107)	78% (112)

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 2011 FCAT data indicate that increased achievement is needed in Number: Operations, Problems and Statistics. This deficiency is due to the students' limited math vocabulary to perform adequately on grade level.	Engage students by utilizing evidence-based ESOL /bilingual core instructional strategies, such as, vocabulary in text, programmed instruction, i.e, SuccessMaker, simple repetition, the peer/buddy system, and visual/auditory/ kinesthetic and tactile stimulation.	RtI Team	Classroom teachers and the RtI Leadership Team will monitor Baseline, Interim and mini assessments data, and SuccessMaker or Riverdeep reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2012 FCAT Assessment Formative: Baseline, Interim and Mini assessments, GIZMOS, SuccessMaker, Riverdeep, FCAT Explorer reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Results of the 2011 FCAT indicate that 73% of the economically disadvantaged students achieved proficiency in math. The goal for the 2011-2012 school year will be to increase the percentage of students scoring at or above grade level by three percentage points from 73% to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(195)	76% (203)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The 2011FCAT data indicate that increased achievement is needed in Number: Operations, Problems and Statistics. This deficiency is due to the students' limited accessibility in the home to educational resources, such as computers and the Internet, for reinforcement and remediation.	Provide appropriate mathematical resources, e.g., Imagine Learning, Riverdeep, SuccessMaker, and Brainpop, to accommodate and support the acquisition of basic mathematical skills.	RtI Team	Classroom teachers and the RtI Leadership Team will monitor Baseline, Interim and mini assessments data, and SuccessMaker or Riverdeep reports, to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2012 FCAT Assessment Formative: Baseline, Interim and Mini assessments, GIZMOS, SuccessMaker, Riverdeep, FCAT Explorer reports

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
DifferentiatedInstru and Essential Questions	1st	District/ Math Leader	1st Grade Teachers	November 6,2012	The MTSS/RtI Leadership Team and classroom teachers will review data reports to monitor implementation	MTSS/RtI Team
SuccessMaker for Interventions	3rd - 5th	Consultant/Online Facilitator	3rd - 5th Grade Teachers	August 21-November 30,2012	The MTSS/RtI Leadership Team and classroom teachers will review data reports to monitor implementation	MTSS/RtI Team

Think Central.com	K-5	Math Leader	Kindergarten - 5th Grade Teachers	September 26,2012	The MTSS/RtI Leadership Team and classroom teachers will review data reports to monitor implementation	MTSS/RtI Team
Destination Math	2nd	Consultant	2nd Grade Teachers	October 17,2012	The MTSS/RtI Leadership Team and classroom teachers will review data reports to monitor implementation	MTSS/RtI team
Destination Math	3rd	Consultant	3rd Grade Teachers	October 10,2012	The MTSS/RtI Leadership Team and classroom teachers will review data reports to monitor implementation	MTSS/RtI Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4A.1 Engage students in reviewing and reinforcing concepts to develop meaningful understanding of measurement and geometric relationships through metacognitive reflection in cooperative learning groups, peer tutoring, whole groups, tutorial classes and/or journaling.	Daily Math Review by Evan-Moor	EESAC	$145.00
			Subtotal: $145.00
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
1a.1 Utilize mathematics task cards, hands-on materials, models and the pacing guide to: 1) develop an understanding of linear equations and number order and fractions; 2) provide additional grade-level interventions that promote the acquisition of geometric and measurement concepts; 3) provide experiences for developing proficiency in writing, interpreting and using mathematical expressions and equations using inductive reasoning and by incorporating technology-based instruction and infusing literacy in the mathematics classroom, e.g., Mathematics Literature Guide.	Paper, toner, ink cartridges	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $645.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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:	Results of the 2012 FCAT indicate that 26% of the students achieved proficiency in Science. The goal for the 2012-2013 school year will be to increase the percentage of students achieving proficiency by 4 percentage points from 26% to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (25)	30%(29)

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 2012 FCAT data indicate that students are in need of support in the Nature of Science. This deficiency is due to the students' need for additional experiences in full inquiry, project-based learning.	Utilize Daily Science Review and provide a variety of hands-on inquiry based learning opportunities (e.g., Discovery Learning) for students to analyze, draw appropriate conclusions, and apply key instructional concepts.	Administration, MTSS/RtI Team	The MTSS/RtI Leadership Team will monitor Science Baseline and Interim assessments, Test Prep assessment, FCAT Explorer and mini assessment data to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Science Baseline and Interim assessments, Test Prep assessment and mini assessments, GIZMOS, FCAT Explorer reports

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:

	Results of the 2012

	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	FCAT indicate 15% of the students achieved above proficiency in Science. The goal for the 2012-2013 school year will be to increase the percentage of students achieving and maintaining above proficiency by 1 percentage point from 15% to 16%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (14)	16% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT data indicate that students are in need of support in Scientific Thinking. This deficiency is due to the students' need for additional enrichment learning opportunities in applying Scientific Thinking to engage in full inquiry, project-based learning throughout grades K-5.	Provide enrichment activities at all grade levels that emphasize Scientific Thinking through innovative laboratory experiences that allow the testing of hypotheses, data analysis, explanation of variables and experimental design	Administration MTSS/RtI Team	The MTSS/RtI Leadership Team will monitor Science Baseline and Interim assessments, Test Prep assessment, FCAT Explorer and mini assessment data to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Science Baseline and Interim assessments, Test Prep assessment and mini assessments, GIZMOS, FCAT Explorer reports

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
Hands-On Science and Organizing a Lab using materials and time management effectively	K-5th and Special Area Teachers	Science Leader	K-5th and Special Area Teachers	October 17,2012	Implementation of strategies will be monitored through lesson plans, student projects, and classroom visits.	MTSS/RtI Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.1 The 2012 FCAT data indicate that increased achievement is needed in Scientific Thinking. This deficiency is due to the students' need for additional enrichment learning opportunities in applying Scientific Thinking to engage in full inquiry, project-based learning throughout grades K-5.	Daily Science Review by Evan-Moor	EESAC	$825.00
			Subtotal: $825.00
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
2A.1 The 2012FCAT data indicate that increased achievement is needed in Scientific Thinking. This deficiency is due to the students' need for additional enrichment learning opportunities in applying Scientific Thinking to engage in full inquiry, project-based learning throughout grades K-5.	Science lab supplies,paper,ink,toner	EESAC	$250.00
			Subtotal: $250.00
			Grand Total: $1,075.00

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.	Results of the 2012 FCAT indicate that 90% of the students achieved proficiency in Writing. The goal will be

	Writing Goal #1a:	to increase the percentage of students achieving proficiency by 1 percentage point from 90% to 91%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (112)	91% (113)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2011 and 2012 FCAT Writing assessment, 6% of the 4th grade students scored 2.5 or less. The students are in need of opportunities to practice applying a variety of conventions being tested in the new Generation 2.0.	Teachers will model and use mentor texts and rubrics that provide high level examples of conventions, e.g., grammar, spelling and sentence structure.	MTSS/RtI Team	The classroom teacher will monitor written responses to narrative and expository prompts to determine if proficiency is being made and if strategies need to be modified.	Summative: 2013 FCAT Writing Formative: Classroom teachers, tutors and administration will evaluate written narrative and expository essays utilizing rubrics, anchor sets and calibration papers to determine if students are developing and applying the use of conventions in their narrative and expository essays.

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
Effective Writing Strategies	K-4th	Reading Coach	Kindergarten-4th Grade Teachers	November 6,2012	Implementation of strategies will be monitored through lesson plans, student writing, and classroom visits.	MTSS/RtI Team
Utilizing Rubrics for Effective Scoring	4th Grade	Reading Coach	4th Grade teachers	November 6,2012	Implementation of strategies will be monitored through lesson plans, student writing,rubics and classroom visits.	MTSS/RtI 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
1A.1 Teachers will model and use mentor texts that will provide high level examples of conventions, e.g., grammar, spelling and sentence structure.	Paper, ink,toner for writing activites	EESAC	$250.00
			Subtotal: $250.00
			Grand Total: $250.00

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:	During the 2011-2012 school year, the attendance rate was 95.13%. The goal for the 2012-2013 school year will be to increase the attendance rate by .50 percentage points from 95.13% to 95.63%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.13% (695)	95.63% (699)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
228	217
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
135	128

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 do not follow the district attendance policy.	Inform parents via Open House and parent letters about the attendance policies.	Principal, Assistant Principal, Community Involvement Specialist, Counselor	The administration and counselor will monitor the status of excessive absences on a regular basis.	COGNOS Attendance Roster
2	Parents' availability impacts the school's ability to communicate efficiently with them regarding their children's attendance record.	Utilize the ConnectEd system to inform parents when their children are absent or tardy.	Principal, Assistant Principal	The administration and counselor will monitor the status of the percentage of absences and tardies on a regular basis.	COGNOS Attendance Rosters

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
Attendance Procedures	PreK-5	Attendance Manager	School-wide	Aug. 17, 2012	Update the faculty on the status of attendance during faculty meetings	Princpal, Assistant Principal, Attendance Manager

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The results of the 2011-2012 COGNOS report indicate that the total number of In-School suspensions was zero, and the number of out of school suspensions was zero. The goal for the 2012-2013 school year will be to maintain the suspension rate at zero.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The total number of indoor and outdoor suspensions decreased from one incident during the 2010-2011 school	Continue to provide opportunities to recognize students for positive behavior. Reinforce character	Administrative Team	Monitor Spot for Success and Student of the Month programs and the COGNOS report on student outdoor	Teachers' anecdotal records, COGNOS Reduction of Suspension Rate

	year to zero in the 2011-2012 school year. Various societal factors may prevent all students from developing positive personal attitudes towards people, learning, and the environment.	education through the Student Code of Conduct and the IB-PYP Learner Profile and provide incentives for compliance by implementing the: 1) Elementary and Secondary Spot for Success Recognition and 2) Student of the Month programs.		suspension rate.	report, and SCAM forms
1					

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
Conscious Discipline	PreK-5th	Katje Von Elbe	Prek-5th Grade Teachers, Student Service Personnel, Paraprofessionals, Special Area Teachers	September, 27, 2012	Implementation of strategies will be monitored through classroom visits, SCAM forms, and observation.	MTSS/RtI Team

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
The total number of indoor and outdoor suspensions decreased from one incident during the 2010-2011 school year to zero in the 2011-2012 school year. Various societal factors may prevent all students from developing positive personal attitudes towards people, learning, and the environment.	Student of the Month T-shirts	EESAC	$600.00
			Subtotal: $600.00
			Grand Total: $600.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A-- See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Parent Involvement Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Results from the 2012 FCAT 2.0 Science assessment indicate that 43% of students need improvement in scientific thinking.

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	Kindergarten-5th grade students need additional opportunities to explore a variety of scientific processes and topics.	Enhance the science curriculum to develop students' scientific thinking ability skills via labs and instructional technology, which will be demonstrated in a schoolwide science fair. Additionally, the 5th grade gifted curriculum will focus on enhancing the math and science components of the STEM program.	Administration, MTSS/RtI	The MTSS/ RtI Leadership Team will monitor Science Baseline and Interim assessments, Test Prep assessment, FCAT Explorer and mini assessment data to determine if adequate progress is being made and if strategies need to be modified.	Summative: 2013 FCAT Assessment Formative: Science Baseline and Interim assessments, Test Prep assessment and mini assessments, GIZMOS, FCAT Explorer reports, Science Fair

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair Orientation	K-5th /Science	Science Leader	Kindergarten-5th Grade Teachers	November 6, 2012	Implementation of strategies will be monitored through lesson plans, student projects, and classroom	MTSS/RtI

					visits.	

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
Enhance the science curriculum to develop students' scientific thinking ability skills via labs and instructional technology, which will be demonstrated in a schoolwide science fair. The 5th grade gifted curriculum will focus on enhancing the math and science components of STEM program.	Science Project Boards	EESAC	$75.00
			Subtotal: $75.00
			Grand Total: $75.00

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
CELLA	N/A			$0.00
Mathematics	4A.1 Engage students in reviewing and reinforcing concepts to develop meaningful understanding of measurement and geometric relationships through metacognitive reflection in cooperative learning groups, peer tutoring, whole groups, tutorial classes and/or journaling.	Daily Math Review by Evan-Moor	EESAC	$145.00
Science	2A.1 The 2012 FCAT data indicate that increased achievement is needed in Scientific Thinking. This deficiency is due to the students' need for additional enrichment learning opportunities in applying Scientific Thinking to engage in full inquiry, project-based learning throughout grades K-5.	Daily Science Review by Evan-Moor	EESAC	$825.00
				Subtotal: $970.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	5B.1 Increase instruction in reading strategies that help students determine word meanings by: 1) increasing reading practice in all content areas, and 2) effectively implementing instructional technology to differentiate instruction, e.g., SuccessMaker, Destination Reading, Accelerated Reader and STAR.	Accelerated Reader Books and Incentives	EESAC	$1,000.00
CELLA	N/A			$0.00
				Subtotal: $1,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A			$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Engage students by utilizing evidence-based ELL instructional strategies in all core subjects, such as focusing on key vocabulary, utilizing word banks/vocabulary notebooks, providing	Daily Language Review by Evan-Moor	EESAC	$145.00

	daily language practice, and incorporating instructional technology, e.g., Accelerated Reader and SuccessMaker.			
CELLA	N/A			$0.00
Mathematics	1a.1 Utilize mathematics task cards, hands-on materials, models and the pacing guide to: 1) develop an understanding of linear equations and number order and fractions; 2) provide additional grade-level interventions that promote the acquisition of geometric and measurement concepts; 3) provide experiences for developing proficiency in writing, interpreting and using mathematical expressions and equations using inductive reasoning and by incorporating technology-based instruction and infusing literacy in the mathematics classroom, e.g., Mathematics Literature Guide.	Paper, toner, ink cartridges	EESAC	$500.00
Science	2A.1 The 2012FCAT data indicate that increased achievement is needed in Scientific Thinking. This deficiency is due to the students' need for additional enrichment learning opportunities in applying Scientific Thinking to engage in full inquiry, project-based learning throughout grades K-5.	Science lab supplies,paper,ink,toner	EESAC	$250.00
Writing	1A.1 Teachers will model and use mentor texts that will provide high level examples of conventions, e.g., grammar, spelling and sentence structure.	Paper, ink,toner for writing activites	EESAC	$250.00
Suspension	The total number of indoor and outdoor suspensions decreased from one incident during the 2010-2011 school year to zero in the 2011-2012 school year. Various societal factors may prevent all students from developing positive personal attitudes towards people, learning, and the environment.	Student of the Month T-shirts	EESAC	$600.00
	Enhance the science curriculum to develop students' scientific thinking ability skills via labs and instructional technology, which will			

STEM	be demonstrated in a schoolwide science fair. The 5th grade gifted curriculum will focus on enhancing the math and science components of STEM program.	Science Project Boards	EESAC	$75.00

	Subtotal: $1,820.00
	Grand Total: $3,790.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	⌐ NA

Are you a reward school: ⌐ Yes ⌐ No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Library books, Accelerated Reader incentives and daily language practice books Daily math practice books and paper, toner, ink cartridges Daily science practice books and science lab supplies, paper, ink, toner Paper, ink, toner for writing practice activities Science Project Boards for Science Fair Student Recognition	$3,790.00

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

Treasure Island Elementary School's School Advisory Council develops the School Improvement Plan and meets regularly to monitor its implementation to 1)ensure that strategies are being addressed, and 2) to review updates on student progress.

The SAC also determines how its funds will be utilized to support the School Improvement Plan, and it makes decisions regarding the implementation of school wide activities that promote student achievement.

The SAC examines all aspects of the school when developing the School Improvement Plan; determines the school's needs and prioritizes them; recommends strategies to improve areas of importance; decides how to measure results; and assists in the preparation and evaluation of the School Improvement Plan.

The SAC is the sole body responsible for final decision making at the school relating to the implementation of school improvement and accountability. This is the SAC's primary obligation. The SAC gives its final approval of the School Improvement Plan, the Midyear Review, and the End-of-Year Review.

The SAC will receive budget training in order to advise the principal in the development of the school's budget. The SAC will also establish a budget for the SAC portion of the entire school budget. Budget decisions and implementation timelines are tracked through the SAC's minutes.

A major portion of each SAC agenda will be devoted to the monitoring of the implementation and effectiveness of the School Improvement Plan by all stakeholders. The SAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark assessments. In addition, the SAC will regularly monitor the strategies to ensure timely implementation and effectiveness by reviewing: a variety of assessment data.

Stakeholders will analyze all data to determine if the strategies are effective, if changes are needed to increase effectiveness, and if we are on target for achieving our stated objectives.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
TREASURE ISLAND ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	78%	97%	63%	312	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	66%	65%			131	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	67% (YES)			122	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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
TREASURE ISLAND ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	95%	43%	291	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	71%	61%			132	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	53% (YES)			114	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested