

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROYAL GREEN ELEMENTARY SCHOOL

District Name: Dade

Principal: Alba M. Misas

SAC Chair: Melissa Pumariega

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Alba M. Misas	BS: Elementary Education MS: Elementary Education Certification: Educational Leadership	6	22	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 70% 83% 85% 82% 81% High Standards Math 74% 92% 85% 88% 84% Lrng Gains-Rdg. 85% 70% 72% 83% 73% Lrng Gains-Math 73% 83% 71% 81% 84% Gains-Rdg-25% 92% 62% 75% 77% 73% Gains-Math-25% 76% 82% 72% 88% 89%
Assis Principal	Martha Ortega	BS: Elementary Education MS: Educational Leadership	4	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 70% 83% 85% 82% 54% High Standards Math 74% 92% 85% 88% 66% Lrng Gains-Rdg. 85% 70% 72% 83% 58% Lrng Gains-Math 73% 83% 71% 81% 67% Gains-Rdg-25% 92% 62% 75% 77% 60% Gains-Math-25% 76% 82% 72% 88% 75%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Melissa Pumariega	BS: Psychology MS: Educational Leadership ESOL endorsement	7	2	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 70% 83% 85% 82% 81% High Standards Math 74% 92% 85% 88% 84% Lrng Gains-Rdg. 85% 70% 72% 83% 73% Lrng Gains-Math 73% 83% 71% 81% 84% Gains-Rdg-25% 92% 62% 75% 77% 73% Gains-Math-25% 76% 82% 72% 88% 89%

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. Administrators will have regular meetings with teachers to assess needs, motivate and promote high engagement.	Principal/ Assistant Principal	August 2012 - June 2013	
2	2. On-going support and mentorship by Leadership team and MINT Program Mentor.	Assistant Principal	August 2012 - June 2013	
3	3. Motivate staff with positive recognition and provide for a professional supportive work environment.	Principal	August 2012 - June 2013	
4	4. Coordinate with local universities/colleges to have student interns/teachers.	Principal	August 2012 - June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4 less than effective	Professional Development opportunities are being offered. Once courses are completed EESAC chair will help make the changes to reflect completion of courses.

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
45	0.0%(0)	13.3%(6)	33.3%(15)	53.3%(24)	40.0%(18)	91.1%(41)	4.4%(2)	8.9%(4)	82.2%(37)

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

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

Royal Green Elementary provides services to ensure students requiring additional remediation and intervention are assisted through before school and afterschool programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided for as well as ensure services are provided to address student needs. The Curriculum Coach (Reading) develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. The Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; CHES Supplemental Educational Services; and special support services to special needs populations such as homeless, academically disadvantaged, neglected and/or delinquent students. Health Connect in Our Schools (HCIOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL.
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Royal Green Elementary receives Title III funds which are used to supplement and enhance the programs for the English Language Learner (ELL) Programs including:

- Tutorial programs to develop and enhance language and literacy skills.
- Parent outreach activities.
- Referral to behavioral/counseling services as needed by families.
- Professional development on best practices for ESOL and content area teachers.
- Reading and supplementary instructional materials for ELL population.

Title X- Homeless

District and school social workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Royal Green Elementary school counseling program offers classroom guidance, small and individual counseling in the areas of bullying, self-esteem, non-violence, anti-drug and family related issues. During the 2012-2013 school year, Royal Green Elementary will implement the Positive Behavior Support Program (PBS) which will provide incentives, motivations, and support for positive behaviors throughout the school. The focus is on creating a violence free peaceful environment in which teaching and learning can occur.

Nutrition Programs

Royal Green Elementary 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 after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. In addition, the Health Connect program offers nutrition lessons for students.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

With the assistance of the Bilingual Parent Outreach/Parent Academy, Royal Green Elementary provides parent workshops to inform parents on various school and home related topics.

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Royal Green Elementary involves parents in the planning and implementation of the Title I Program and extends 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. Royal Green Elementary will increase parental engagement/involvement through developing (with on-going parental input) our 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. Royal Green Elementary School will also 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' schedules. This impacts our goal to empower parents and build their capacity for involvement. The Community Involvement Specialist will complete Title I Administration Parental Involvement Monthly School Reports 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 1 Administration is to be used to assist with revising our Title 1 parental documents for the approaching school year. The Children's Trust Health Connect program provides health services to Royal Green Elementary students, on site, on a daily basis. Various outside mental health agencies such as, Institute for Child and Family Health and Miami Behavioral Health Center provide on-site counseling services to students in need.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership Team at Royal Green Elementary focuses on analyzing assessment and school data in order to impact student achievement at every level and maximize student success through early intervention. In addition, the school's MTSS/RtI Leadership team works together to address the needs of the school. It is comprised of constituents from the school's staff to support the administration through a process of problem solving as issues and concerns arise through ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/ emotional well being, and prevention of student failure through early intervention.

Principal, and Assistant Principal:

Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Exceptional Student Education Teacher and Positive Behavior Support Program (PBS) facilitator:

Collaborates with general education teachers to identify students who are having challenges meeting benchmark levels and who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program.

Reading Instructional Coach:

Assists in the screening of all students on a periodic basis to establish an academic baseline and to identify struggling learners who need additional support. Provides support and coaching to teachers to ensure that students receive high quality, scientifically based instruction. Identifies students "at risk" through universal screenings and/or results on state- or district wide tests and develops an intervention schedule to target needs of students who do not make adequate progress within Tiers . Develops and implements interventions for students in Tier 2 level and monitors intervention programs.

School Counselor:

Articulates with administration, teachers, reading coach and student services team to identify students not achieving desired level of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. Provides services and expertise on student's academic and social/emotional development. Collaborates with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB), Behavior intervention Plan (BIP). Refers student cases as needed to social worker and school psychologist. Conducts Classroom, individual and small group guidance and consults with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist:

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

Speech Language Pathologist:

Educates MTSS/RtI team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. Assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

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 school-based MTSS/RtI Leadership team meets to monitor the progress of students, review screening data and progress monitoring data at the grade level and classroom level. The MTSS/RtI Leadership Team identifies students who are meeting/exceeding benchmarks, at moderate risk or at high risk; assesses the need for professional development, and provides technical assistance and support for the progress of MTSS/RtI implementation. The team ensures that intervention and enrichment opportunities are available for all students. Data reviews are used to make instructional decisions. The team works collaboratively with teachers to promote academic success by focusing on student academic issues. The MTSS/RtI supports the leadership team through problem solving as issues arise concerning school safety, school culture, literacy, attendance, student social/emotional well being and prevention of student failure through early intervention.

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

The MTSS/RtI Leadership Team assists with the development of the School Improvement Plan (SIP) by providing suggestions for strategies to be implemented based on analysis of the available data. The MTSS/RtI Leadership Team oversees the implementation of the strategies delineated in the SIP via monitoring of school-wide data. The team also monitors interventions throughout the year and makes frequent suggestions to the EESAC for modification and review of the SIP strategies. In addition, the RtI Problem Solving Process is used in developing the SIP by utilizing problem identification, data analysis, intervention and progress monitoring to develop SIP strategies throughout the year. The problem solving model is

evidenced as the team meets monthly to engage in the following activities:

- Review assessment data and coordinate and make appropriate instructional decisions including progress monitoring data at the grade level and classroom level to identify students whom are meeting/exceeding benchmarks, whom are at moderate risk or at high risk for not meeting benchmarks.
- Identify professional development and resources to meet needs according to data.
- Collaborate regularly, problem solve, and share effective practices within and across grade/department levels.
- Evaluate instructional implementation, make decisions, and integrate new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about instructional implementation.

MTSS Implementation

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

Data will be used to guide instructional decisions and provide differentiated instruction. The following are used for data management to gather and monitor student progress: Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), district baseline assessment, Edusoft reports. Progress Monitoring: PMRN, FCAT Simulation, and Interim Assessments, Edusoft reports. Midyear: Florida Assessments for Instruction in Reading (FAIR), and Interim Assessments, Edusoft reports. End of year: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT). Frequency of Data analysis: once a month for data analysis.

Tier 1-3:

- Reading- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FAIR, FCAT, STAR, Reading Plus, Student Grades and Class Performance
- Mathematics- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FCAT, Student Grades and Class Performance
- Science- Baseline Assessments, Interim Assessments, Chapter Tests, FCAT, Science Lab, Student Grades and Class Performance
- Writing-Pre/Progress and Post Tests, Monthly Writing Prompts, Small Group Differentiated Instruction, Student Grades and Class Performance

Tier 2:

- Reading- Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
- Mathematics- SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
- Science- Small Group Differentiated Instruction.
- Writing- Small Group Differentiated Instruction.

Tier 3:

- Reading- Additional Reading Instruction based on the Comprehensive Research Based Reading Plan, Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
- Mathematics-Additional Mathematics Instruction, SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
- Science- Small Group Differentiated Instruction
- Writing- Small Group Differentiated Instruction.

Behavior

- Monthly PBS Incentive Program
- Attendance Interventions (CIS/Social Worker)
- School Counselor Support Services and Small Group Counseling
- Parent Conferences
- Student Case Management Systems
- Suspensions/Expulsions

Describe the plan to train staff on MTSS.

The MTSS/RtI Leadership Team will train the school's staff in the implementation of MTSS/RtI. The reading coach and assistant principal will provide training in the areas of reading and writing. Other members of the MTSS/RtI Leadership Team, along with the science and math liaisons, will facilitate professional development in the areas of math and science. Professional development activities will take place during teachers' common planning time and break-out sessions at faculty meetings. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

Describe the plan to support MTSS.

To support the MTSS/RtI team data chats will occur between administration, reading coach and teachers. Teachers will also

have data chats with their students. Students who are successful will be rewarded frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Alba Misas, Principal
- Martha Ortega, Assistant Principal
- Melissa Pumariega, Reading Coach
- Janice Back, Media Specialist
- Vicky Francisco, Primary Grade Teacher Representative
- Ana Zamorano, Intermediate Grade Teacher Representative
- Nancy Carreno, School Counselor

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

The Literacy Leadership Team meets monthly to:

- Ensure that all functions necessary for implementing and maintaining the district's Comprehensive Research Based Reading Program CRRP are in place.
- To ensure that the literacy vision for the school is being followed by all stakeholders.
- To develop professional development opportunities that match the school's literacy vision and needs.
- To study scientifically based reading research.
- To share the responsibilities of reviewing data and guiding the continuous improvement of the Comprehensive Research - Based Reading Plan.
- To support the administration by providing multiple voices that represent the staff.
- To build a system for handling change, such as the implementation of the New Generation Sunshine Standards.
- To create structures to assess and develop plans for cohesive curriculum across grades

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

The major initiatives of the LLT this year will include to:

- Ensure informational text is infused across the curriculum.
- Provide opportunities for staff to serve in the capacity of model classroom teachers.
- SuccessMaker will be implemented as an intervention program for reading and math.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Royal Green Elementary, all incoming kindergarten students are assessed prior to or upon entering Kindergarten using the Florida Kindergarten Readiness Screener (FLKRS) in order to assess student readiness rates. Teachers will use the Developmental Skills Checklist (DSC) to determine a student's print/letter knowledge and level of phonological awareness and processing skills. All data will be collected and analyzed prior to September 2012. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress.

In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, conflict resolution and study skills. Pre-kindergarten and kindergarten teachers work closely with the administration and Community Involvement Specialist to ensure that all children come to school ready to learn. Royal

Green Elementary will also conduct a Parent Orientation for all incoming kindergarten students in the month of May and August. Parents and students will also be able to walk through the kindergarten class in order to facilitate the transition.

*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.

*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?

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?

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](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 25% of students achieved level 3 proficiency. Our goal for the 2012-2013 School Year is to maintain or increase student proficiency (Level 3) at or above 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(82)	25%(83)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis Fiction and Nonfiction.	1a.1. Use a variety of text such as poems and stories from the Houghton Mifflin series that are rich in figurative language to teach specific and strategic lessons on the identification and interpretation of the different types of figurative language (similes, metaphors, personification, alliteration, hyperboles, and idioms).	1a.1. Administrators and Reading Coach	1a.1. Review formative weekly assessments and data reports on district-wide assessments to ensure progress is being made and adjust instruction as needed	1a.1. Formative: Interim Assessments, weekly assessments Summative: Results from 2013 FCAT 2.0 Reading Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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
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No Data Submitted

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The results of the 2011-2012 FCAT Reading Test indicate that 42% of students achieved above proficiency (Levels 4 and 5).</p> <p>Our goal for the 2012-2013 School Year is to maintain or increase student proficiency (Level 4 and 5) at or above 42%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>42%(138)</p>	<p>42%(139)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process (Text Features).</p>	<p>2a.1. Teachers will use resources such as Time for Kids, the Social Studies and Science Links that follow the Houghton Mifflin Series stories, newspaper articles, flyers, recipes, and brochures to engage the students in lessons that help them analyze and depict text features.</p>	<p>Administration and Reading Coach</p>	<p>2a.1. Review formative weekly assessments and data reports on district-wide assessments to ensure progress is being made and adjust instruction as needed.</p>	<p>2a.1. Formative: Interim Assessments, weekly assessments</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Test</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 85% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning games by 5 percentage point to 90%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (196)	90% (207)

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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application (Text Structure: Cause and Effect, Chronological Order, Compare and Contrast)	3a.1. Teachers will teach specific and strategic lessons during small group instruction using tools such as a text structure chart and other graphic organizers to help students identify clue words that will enable them to determine what type of text structure (cause and effect, chronological order, and compare and contrast) the author is using in a particular type of text.	3a.1. Administration and Reading Coach	3a.1. Review formative weekly assessments and data reports on district-wide assessments to ensure progress is being made and adjust instruction as needed.	3a.1. Formative: Interim Assessments, weekly assessments Summative: Results from 2013 FCAT 2.0 Reading Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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%	The results of the 2011-2012 FCAT Reading Test indicate that 92% of students in the lowest 25% made learning gains.
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making learning gains in reading. Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning games by 3 percentage point to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (54)	95% (56)

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	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application (Main Idea, Relevant Supporting Details, and Author's Purpose and Perspective).	4a.1. The school will implement SuccessMaker as the Tier 2 intervention program to target the lowest 25% students with an additional 30 minutes of reading intervention.	4a.1. MTSS/RtI team	4a.1. Review SuccessMaker reports to ensure students are meeting proficiency levels and adjust instruction as needed.	4a.1. Formative: SuccessMaker reports, Interim Assessments, weekly assessments Summative: Results from 2013 FCAT 2.0 Reading Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2010-2011 FCAT Reading Test indicate that the Hispanic subgroup made AYP based on the Growth Model. Our goal for the 2011-2012 school year is for 77% of students to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 74% (249)	Hispanic: 77%(259)

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
	5A.1. The area of deficiency as	5A.1. Use grade-level	5A.1. Leadership Team	5A.1. Review formative weekly	5A.1. Formative: Interim

1	noted on the 2011 administration of the FCAT Reading Test Reporting Category 2-Reading Application (Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order)	appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be taught to focus on what the author thinks and feels. Focused lessons will be delivered to teach students that main idea may be stated or implied.	and monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	Assessments, teacher generated benchmark tests Summative: Results from 2012 FCAT Reading Test.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT Reading Test indicate that 64% of our ELL students achieved Level 3 proficiency. Our goal for the 2011-2012 for 68% of our ELL students to achieve Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(79)	68%(84)

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	5B.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test Reporting Category 1-Vocabulary (Multiple Meanings in Context)	5B.1. Provide students with practice in recognizing word relationships and identifying the multiple meanings of words in context. Structured access and instructional support will be provided to ELL students utilizing the Imagine Learning computer-based program in order to facilitate the understanding of connotative language as it relates to vocabulary.	5B.1. Leadership Team ESOL Chairperson	5B.1. Review formative weekly and monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	5B.1. Formative: FAIR, Interim Assessments, student work, Imagine Learning data reports. Summative: Results from 2012 FCAT Reading Test.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2010 FCAT Reading Test indicate that 61 percent of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (37)	65% (40)

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:	The results of the 2010-2011 FCAT Reading Test indicate that 74% of Economically Disadvantaged students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is for 77% of Economically Disadvantaged students to achieve Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74 %(234)	77 %(243)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test Reporting Category 4 – Informational Text/Research Process	5D.1. Teachers will use real-world documents such as, how-to articles, brochures, fliers, and websites to teach students to locate, interpret and organize graphical information.	5D.1. Leadership Team	5D.1. Review formative weekly a monthly and interim assessment data reports to ensure progress is being made and adjust instruction as needed.	5D.1. Formative: FAIR, Interim Assessments, student work, teacher generated benchmark tests Summative: Results from 2012 FCAT Reading Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker	All	SuccessMaker Representative	Kindergarten- 5th grade teachers	Kindergarten-5th grade teachers	Print SuccessMaker reports	Administration and Reading Coach
Common Core	All	Reading Coach	Kindergarten- 5th grade teachers	November 6, 2012	Implementation of Exemplar Text Lessons each grading period; student work	Administration and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
reading resources	Time for Kids magazines	SAC funds	\$1,874.58
			Subtotal: \$1,874.58
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Mimios	interactive whiteboard	Title 1	\$5,617.50
			Subtotal: \$5,617.50
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
Reading Coach	help implement Florida Comprehensive Reading Plan	Title 1	\$40,300.00
2nd-5th Grade tutoring	help our struggling students in Reading	Title 1	\$3,500.00
			Subtotal: \$43,800.00
			Grand Total: \$51,292.08

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA Test indicate that 58% of our students were making satisfactory progress in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 1 percentage point to 59%.			
2012 Current Percent of Students Proficient in listening/speaking:					
58% (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	1.1. The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in Oral skills is limited opportunity for listening and speaking.	1.1. Students will listen to read aloud stories and summarize using their own words. Teachers will model think alouds. Students will utilize the Successmaker program.	1.1. Administrators	1.1. Data analysis will be used to measure improvement during monthly grade level meetings Utilize the District Pacing Guide	1.1. Formative-teacher assessment Summative-2013 CELLA Test

		Utilize the STARFALL online program		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Test indicate that 34% of our students were making satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 1 percentage point to 35%.
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2012 Current Percent of Students Proficient in reading:

34% (84)

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 anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in reading is vocabulary	Students will build vocabulary using graphic organizers/vocabulary notebooks. Work with multiple meaning words Utilize vocabulary word walls with pictures Building words with letter tiles. Labeling around the room. Selected students will participate in Tutoring-afterschool	Administrators	Data analysis will be used to measure improvement during monthly grade level meetings Utilize the District Pacing Guide	Formative-teacher assessment Summative-2013 CELLA Test

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Test indicate that 36% of our students were making satisfactory progress in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 1 percentage point to 37%.
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2012 Current Percent of Students Proficient in writing:

36% (89)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	2.1. The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in writing is sentence development.	2.1. Students will use new heritage language dictionaries. Peer editing on simple sentence structure. Students will work daily on a 5 minute grammar grabber	2.1. Administrators	2.1. Teachers will administer monthly writing prompts and report results. Data analysis will be used to measure improvement during monthly grade level meetings Utilize the District Pacing Guide	2.1 Formative- monthly writing samples Summative-2013 CELLA Test

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Math Test indicate that 34% of students achieved level 3 proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency (Level 3) by 2 percentage points to 36% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (113)	36% (119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 3 was Reporting Category number: fractions.	1a.1. Provide classroom usage of manipulatives and hands on activities for mathematical exploration and the development of student understanding of Numbers: Fractions	1a.1. Leadership Team	1a.1. Conduct grade level data chats quarterly with administrative team and math liaison to share resources and review data reports to ensure progress is being made and adjust instruction as needed using differentiated instruction.	1a.1. Formative: Classroom Assessments , district interim assessments data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	1A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 4 was Reporting Category Geometry and measurement.	1A.2. Use Riverdeep to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills	1A.2. Leadership Team	1A.2. Conduct grade level data chats quarterly with administrative team and math liaison to share resources and review data reports to ensure progress is being made and adjust instruction as needed using differentiated instruction.	1A.2. Formative: Classroom Assessments , district interim assessments data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
3	1A.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 5 was Reporting Category Number: base ten and fractions.	1A.3. Provide classroom usage of manipulatives and hands on activities for mathematical exploration and the development of student understanding of Numbers: Fractions	1A.3. Leadership Team	1A.3. Conduct grade level data chats quarterly with administrative team and math liaison to share resources and review data reports to ensure progress is being made and adjust instruction as needed using differentiated instruction.	1A.3. Formative: Classroom Assessments , district interim assessments data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	
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Mathematics Goal # 1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Math Test indicate that 37% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels 4 and 5 by 1 percentage point to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (123)	38% (126)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Assessment was Reporting Category: Geometry and Measurements.	2a.1. Classroom use of manipulatives and hands-on activities during mathematics that promote the use of geometry in real world practical situations, and applications of geometric concepts, spatial reasoning, and understanding of dimensional objects.	2a.1. Leadership Team	2a.1. Conduct grade level data chats quarterly with administrative team and math liaison to share resources and review data reports to ensure progress is being made and adjust instruction as needed using differentiated instruction.	2a.1. Formative: Classroom Assessments , district interim assessments data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2011-2012 FCAT Math Test indicate that 73% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making learning games by 5 percentage point to 78%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (168)	78% (179)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test was Reporting Category: number, base tens and fractions.</p> <p>Students need more opportunities for mathematical exploration and development of numbers and operations, to make connections to real life practical applications of numbers.</p>	<p>3a.1. Provide concrete real world examples of mathematical applications of numbers and operations through the use of manipulatives, models, literacy connections, and technology, as evidenced in teacher lesson plans.</p>	<p>3a.1. Leadership Team</p>	<p>3a.1. Conduct grade level data chats quarterly with administrative team and math liaison to share resources and review data reports to ensure progress is being made and adjust instruction as needed using differentiated instruction.</p>	<p>3a.1. Formative: Classroom Assessments , district interim assessments data reports</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Math Test indicate that 76% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning games by 5 percentage point to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (43)	81% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Assessment was Reporting Category: number, base tens and fractions. An intervention program will be needed to assist in maintaining the performance of the students in the lowest 25%.	4a.1. Provide academic support during the school day, as well as after school through mathematical tutoring sessions using SuccessMaker.	4a.1. Leadership Team	4a.1. Review SuccessMaker Reports monthly to ensure progress is being made and adjust instruction as needed using differentiated instruction.	4a.1. Formative: Classroom Assessments , district interim assessments data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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:

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:

The results of the FCAT 2.0 Math Assessment indicate that SWD subgroup did not meet AMO.

Our goal for the 2012-2013 school year is for 58% of our students make satisfactory progress.

2012 Current Level of Performance:

2013 Expected Level of Performance:

47% (22)

58% (27)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category: number, base tens and fractions.	5D.1. Structured access and instructional support will be provided to SWD students utilizing various computer based program: SuccessMaker, Destination Learning and FCAT Explorer.	5D.1. Leadership Team	5D.1. Review SuccessMaker, Destination Learning (Riverdeep), and/or FCAT Explorer (FOCUS Lessons) reports to ensure students are meeting proficiency levels and adjust instruction as needed differentiated instruction.	5D.1. Formative: SuccessMaker , Destination Learning, and/or FCAT Explorer reports, Interim Assessments, weekly assessments Summative: Results from 2013 FCAT Mathematics Assessment

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
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				

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
SuccessMaker	All	SuccessMaker Representative	Kindergarten-5th grade teachers	September 5, 2012	Print SuccessMaker reports	Administration
Effective Implementation of the Common Core Standards and Next Generation Sunshine State Standards	K-5th	Math Liaison	K-5 Teachers	Quarterly August 2012- June 2013	Grade Level Planning Sessions/ Classroom Walkthroughs	Administration

Mathematics 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
Mimios	interactive whiteboard	Title 1	\$5,617.50
			Subtotal: \$5,617.50
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
2nd-5th grade tutoring	help our struggling students in Math	Title 1	\$3,500.00
			Subtotal: \$3,500.00
			Grand Total: \$9,117.50

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The results of the 2010-2011 FCAT Science Test indicate that 40% of students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase Level 3 student proficiency by 3 percentage points to 43%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (50)		43% (53)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Nature of Science and Physical Science.	1a.1. Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to	1a.1. Administration, Science Liaison	1a.1. Quarterly teachers, Administration, Science Liaison will review results of school-site assessment data to monitor student progress.	1a.1. Formative: Interim Assessments, Student work. Summative: Results from FCAT 2.0 Science

	reinforce higher order thinking skills.		Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicate that 18% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2012-2013 School Year is to increase student proficiency by 1 percentage point to 19% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (21)	19% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The areas of deficiency as noted on the 2012 administration of the FCAT Science Test was Nature of Science and Physical Science	2a.1. Provide activities for students to design and develop hands-on experiments to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of the hypothesis, data analysis, explanation of variables, and experimental design in Physical Science.	2a.1. Administration, Science Liaison	2a.1. Quarterly teachers, administration, Science Liaison will review results of school-site assessment data to monitor student progress.	2a.1. Formative: Interim Assessments, Student work. Summative: Results from FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
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
Riverdeep	All	OZAB consultant	Kindergarten-5th grade teachers	November 2012	Grade Level Planning Sessions/ Classroom Walkthroughs	Administration

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicate that 80% of students achieved proficiency (Level 3 or above). Our goal for the 2012-2013 is to increase the percentage of students achieving proficiency (level 3 and above) by 2 percentage point to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (103)	82% (106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was Editing for Language Conventions. Students lack practice in the process of revising and editing	1a.1. Teachers will implement in their instruction rigorous and explicit writing techniques from the 6 Traits of Writing Model and from the Lucy Calkins Units of Study.	1a.1. Leadership Team	1a.1. Administer monthly writing prompts in grades 2-5 and score essays to monitor student progress and adjust focus as needed.	1a.1. Formative: Scores on writing assessments on the Baseline and Midyear tests Summative: 2013 FCAT 2.0 Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Writer's Workshop	2nd-4th	Reading Coach Assistant Principal	Reading/Language Arts Teacher	Quarterly Meetings October 2012- June 2013	Leadership Team will meet monthly to monitor student progress and effectiveness in writing instruction.	Leadership Team

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance from 96.71% to 97.21% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.71% (624)	97.21% (627)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
119	113
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
124	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
1	1.1. Parents do not understand the correlation between student attendance and academic achievement.	<p>1.1. MDCPS Attendance Policy will be sent home to parents the first week of school and will be included in Student Agendas. Teachers, will reinforce policy throughout the school year in order to stress the importance of student attendance.</p> <p>Implement Attendance Intervention plan focusing on incentives and motivational activities to encourage daily student attendance</p> <p>Identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies) to the Counselor, Community Involvement Specialist and social worker for intervention services.</p> <p>Schedule parent workshops through Parent Academy.</p>	1.1. Administration Community Involvement Specialist and counselor	1.1. Review formative daily and monthly attendance reports to ensure decrease in truancy.	1.1. Attendance and Tardy 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspension by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7	6

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents and students need to fully understand the District's Code of Student Conduct.	1.1. Provide opportunities with counselor to review Student Code of Conduct. Implement consistent school wide behavior expectations and rules through the implementation of the Positive Behavior Support (PBS) Program.	1.1. Administrative	1.1. Monitor COGNOS report on student outdoor suspension rate	1.1. Counselor's log of classroom presentations Monthly COGNOS Suspension Report and student log for students who are recognized for positive behavior,

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			Title 1- please see PIP		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
19%(122)			20%(125)		
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					

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
Community Involvement Specialist	Help parents	Title 1	\$6,243.00
			Subtotal: \$6,243.00
			Grand Total: \$6,243.00

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:		Based on an analysis of school data the areas that need improvement are: 1. Increase opportunities for student participation in inquiry based and independent investigations using hands on science experiences with the infusion of technology.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers need more training in STEM best practices.	1.1. Increase opportunities for 5th grade students to participate in hands -on science experiences and share them with students in grades kindergarten through fourth by promoting activities such as Scientist of the Month , Galaxy Night, Science Fair Week, and David Fairchild Challenge.	1.1. Science Liaison Leadership Team	1.1. Data from school-based assessments and District Interim assessments will be analyzed monthly by Science Liaison and leadership team to monitor student progress and adjust focus as needed.	1.1. Student participation in Science fair and evaluations of lab reports.
	1.2. Teachers need to provide students with	1.2. Provide teachers with training in using problem	1.2 Math Liaison Leadership Team	1.2. Data from school-based assessments and	1.2. Student participation in

2	more contexts for mathematical exploration to help in the development and understanding of mathematical concepts.	solving to create meaning in a real-world context for students to apply new concepts and skills.		District Interim assessments will be analyzed monthly by Math Liaison and leadership team to monitor student progress and adjust focus as needed.	Science fair and evaluations of lab reports
3	1.3. The school lacks programs that prepare students to participate in STEM courses in the school.	1.3. Strengthen partnerships with Middle Schools, High Schools and/or Universities that offer programs in areas such as engineering, science and technology and meet with them to discuss articulation in order to stimulate student interest in STEM education.	1.3. Leadership Team	1.3. Data from school-based assessments and District Interim assessments will be analyzed monthly by leadership team to monitor student progress and adjust focus as needed.	1.3. Student participation in Science fair and evaluations of lab 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
Hands on Math and Science	All	Math and Science Liaisons	Kindergarten-5th grade teachers	November 6, 2012	Grade Level Planning Sessions/ Classroom Walkthroughs	Administration

STEM Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	reading resources	Time for Kids magazines	SAC funds	\$1,874.58
				Subtotal: \$1,874.58
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Mimios	interactive whiteboard	Title 1	\$5,617.50
Mathematics	Mimios	interactive whiteboard	Title 1	\$5,617.50
				Subtotal: \$11,235.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	help implement Florida Comprehensive Reading Plan	Title 1	\$40,300.00
Reading	2nd-5th Grade tutoring	help our struggling students in Reading	Title 1	\$3,500.00
Mathematics	2nd-5th grade tutoring	help our struggling students in Math	Title 1	\$3,500.00
Parent Involvement	Community Involvement Specialist	Help parents	Title 1	\$6,243.00
				Subtotal: \$53,543.00
				Grand Total: \$66,652.58

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

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

The School Advisory Committee will work to ensure student achievement. One way the Council will do this is by preparing and evaluating the School Improvement Plan. Additionally, SAC will be the official group to allocate SAC funds and the Florida Recognition funds.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District ROYAL GREEN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	92%	90%	69%	334	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	83%			153	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	82% (YES)			144	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					631	
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 ROYAL GREEN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	93%	61%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	71%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	72% (YES)			147	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					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested