FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORTH HIALEAH ELEMENTARY SCHOOL

District Name: Dade

Principal: John Messersmith

SAC Chair: Jennifer Sicre

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/16/2012

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)
Principal	John Messersmith	Degree(s): BS- Elementary Education MS-Elementary Education Certification(s): Elementary Education, School Principal	1	19	'12 '11 '10 '09 '08 School Grade A C C B A High Standards Rdg. 53 60 60 62 59 High Standards Math 56 49 56 57 58 Lrng Gains-Rdg. 77 59 61 42 64 Lrng Gains-Math 76 52 66 63 70 Gains-Rdg-25% 89 64 67 68 77 Gains-Math-25% 81 55 67 66 73
Assis Principal	Ana Del Cristo	Degree(s): BS- Elementary Education MS- Educational Leadership Certification(s): Elem. Ed., ESOL, ED Leadership	2	5	'12 '11 '10 '09 '08 School Grade A B A A A High Standards Rdg. 53 71 80 81 84 High Standards Math 56 73 77 79 79 Lrng Gains-Rdg. 77 70 71 57 74 Lrng Gains-Math 76 57 69 73 69 Gains-Rdg-25% 89 60 62 66 61 Gains-Math-25% 81 69 62 74 57

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.

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

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	2. Partnering new teachers with a mentor teacher trained through the Mentoring and Induction for New Teachers (MINT) and New Educator Support Team (NEST).	Assistant Principal	September 2, 2012	
2	3. Providing opportunities for ongoing professional development based on needs assessment.	PD Liaison and Instructional Coaches	June 7, 2013	
3	4. Teachers participate in Professional Learning Communities (PLCs).	Principal and PD Liaison	June 7, 2013	
4	1. Attends job fairs to recruit potential applicants.	Principal	June 7, 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
3	Monitoring of Professional Development Menu and Registration for available courses that are required to complete certifications.

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
50	2.0%(1)	18.0%(9)	58.0%(29)	22.0%(11)	34.0%(17)	72.0%(36)	8.0%(4)	0.0%(0)	78.0%(39)

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			

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or Saturday Academy). 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. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of 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; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and 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 to North Hialeah Elementary 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading,

mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application

Title X- Homeless

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.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• A school based homeless coordinator will be identified to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Hialeah Elementary School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

North Hialeah Elementary addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental
North Hialeah Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs and other referral services.

North Hialeah Elementary School will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and

reporting requirements.

North Hialeah Elementary School will 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' schedule as part of our goal to empower parents and build their capacity for involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

General Education Teachers:
Primary Teacher
Intermediate Teacher
Gifted Teacher
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Counselor
Participates in the collection, development, and interpretation of student data in the Student Services Plan for the Tier 1, 2, and 3 students.
Social Worker
Conducts and prepares a brief family history about the social and behavioral background of the students.
School Psychologist
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; program evaluation and facilitates data-based decision making activities.
English Language Learners (ELL) Teachers:
Serves as advisor in the academic progress of ELL students, assesses language acquisition through ESOL Placement Test, and monitors the ELL requirements involving LEP Plan.
Exceptional Student Education (ESE) Teachers:
Participates in student data collection, integrates core instructional activities/materials to meet students' needs, and collaborates with general education teachers through such activities as co-teaching.
The school contact for the MTSS/RtI Leadership team is Mr. John Messersmith, Principal.

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

The following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to
enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Monitor academic data by evaluating progress based on curriculum based standards, evaluate monthly in house assessments and provide appropriate programs to meet student needs. North Hialeah's MTSS Leadership Team will respond to
intervention by implementing a school wide problem solving process. Monitor the progress of interventions through monthly grade level meetings and through the collection of the Assessment Profile.
2. Gather and analyze data to determine professional development for faculty as indicated by student assessments and school professional needs survey.
3. Hold monthly meetings to discuss progress monitoring of students in need of intervention.
4. Maintain communication with staff for input and feedback through data chat meetings and grade level curriculum meetings. Share best practices to improve classroom instruction and utilize support staff for modeling and co-teaching.
5. Provide clear indicators of student needs based on data reports and realign curriculum according to deficiencies and strengths. Conduct academic clinics to address student deficiencies.
6. Assist with the monitoring of all subgroups to ensure that they meet expectations for adequate yearly progress. Use Edusoft customized reports to monitor subgroups progress. Use differentiated instruction to meet the needs of the students.
7. Identify students at risk in Tier 2 and 3 and provide Academic Services, Social Services and Community Services according to our North Hialeah MTSS/RtI School Plan.

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?

1. The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals in the SIP through data gathering
and data analysis.
2. The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and interventions described in the SIP.
3. The MTSS/RtI Leadership Team will provide levels of support and interventions to students based on data to ensure implementation
of the SIP.
4. The MTSS/RtI Leadership team will meet with the EESAC and principal to help develop the SIP.
5. The MTSS/RtI Leadership team will monitor academic progress through the use of the assessment profile; using the student support plan they will
coordinate strategies in the SIP and determine those in need of further evaluation.

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.

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Baseline:
· Reading, Writing, Math and Science
• FAIR assessment I

Fall:
·Fall Interim Reading, Math and Science
·FAIR assessment II

Midyear:
• Winter Interim Reading, Writing, Math and Science
• FCAT 2.0 2013

End:
• Baseline-Posttest Reading, Writing, Math, and Science
• FAIR assessment III

Behavior:
• Student Case Management System
• Student Support Plan
• Detentions
• Referrals by student behavior, staff behavior, and administrative context
• School climate surveys
• Attendance
• Referrals to special education programs
·Behavior Intervention Plan (BIP) or Functional Assessment of Behavior (FAB)

Describe the plan to train staff on MTSS.

The school MTSS/RtI team will meet three times during the year to develop and monitor a school-wide MTSS/RtI plan. The MTSS/RtI team will present the plan to the staff during the opening of schools faculty meeting. The MTSS Leadership team will discuss how to identify the students in Tier 1, 2, and 3 and how to provide Academic Services, Social Services, and Community Services.

For 2012-2013 the MTSS/RtI Leadership Team will have the following professional development:
·Summer-In-service for Principal, Reading Coach, Assistant Principal and ESE Chair.
·Provide support for school staff to understand basic MTSS/RtI principles and procedures

Describe the plan to support MTSS.

The school will provide strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes and conduct ongoing data-driven professional development activities that align to core student goals and staff needs.

Literacy Leadership Team (LLT)

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

The school-based Literacy Leadership Team (LLT) consist of the following:
John Messersmith, Principal
Ana Del Cristo, Assistant Principal
Ivette Carballeira, Classroom Teacher
Denise Algaze, Classroom Teacher

The role of the principal is to develop a vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and activities. The District team will make site visits and review minutes of the RLT meetings and discuss the meetings with the principal. The Reading Coach will serve as a member of the Literacy Leadership Team and share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The coach will work to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will help to create a school-wide focus on literacy and reading achievement by providing professional development; conferencing with teachers and administrators; and establishing model classrooms.

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT is an integral part of the literacy reform process by building a culture of reading throughout the school. The LLT will include representation through all curricula areas to create a collaborative environment that fosters sharing and learning. The team will meet approximately 5 times per year: at the beginning of the year, following each of the three FAIR assessments and at the end of the year. They will meet to discuss issues in literacy and collaborate on strategies to target these concerns.

The purpose of the LLT is to create reading knowledge within the school and focus on areas of literacy concern across the school. The principal will promote the Literacy Leadership Team as a fundamental part of the school literacy improvement process. The principal will support the literacy process by:
• Hold meetings at convenient times;
• Provide adequate notice of meetings;
• Provide master Plan Points (MPP) for commitment and participation;
• Provide time/coverage (if needed) to attend meetings.

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

The major initiatives of the LLT this year will be to provide on-going growth opportunity for team members. The LLT will :
• Adhere to the District's Pacing Guides.
• Address curriculum issues and analyze school wide growth trends.
• Use team members to support literacy instruction.
• Utilize data to identify curriculum needs and find supplementary materials to address the needs accordingly.
• Identify topics based on curriculum trends to be researched for Learning Communities.
• Help to establish model classrooms for new teachers.
• Collaborate as a team to make instructional and programmatic decisions.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists 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. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children. Print/letter knowledge and level of phonological

awareness/processing as well as social/emotional development will be assessed using the Florida Voluntary Prekindergarten (VPK) Education Program Child Progress Portfolio. At North Hialeah Elementary, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain the individual needs by administering the FLKRS to all students. All students are assessed within the areas of Initial sound and Letter naming. In addition, all Kindergarten students will be assessed three times a year using the FAIR Assessment. Parents are given a Kindergarten Parent Orientation at the beginning of the school year and standards are outlined as well as parent activities are provided in the packet. North Hialeah will establish a welcome to Kindergarten program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the directors of neighborhood centers to improve articulation. Minimum standards for Reading will be discussed in order to better prepare students who enter Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 2 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (86)	27% (92)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.3.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order. 4th grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.4.2.1.2 Elements of story structure – character development, setting, plot, problem/solution. Students in grades 5 showed a decrease in the category of Literary Analysis, specifically the benchmark: LA.5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.	1A.1. Departmentalize intermediate grades to maximize teacher strengths and consolidate materials Third grade students will receive minilessons on main idea that is stated or implied. Students will also Utilize Reading Plus and SuccessMaker programs to receive additional support in their areas of weakness. Fourth grade students will receive minilessons on identifying and interpreting elements of story structure within and across texts Fifth grade students will receive minilessons utilizing poetry to practice identifying descriptive language that defines moods and provides imagery and focus on how authors use figurative language such as similes, metaphors, and personification.	1A.1. MTSS/RtI Team LLT	1A.1. Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	1A.1. Formative: Computer Assisted Program- CAP reports generated from Reading Plus, SuccessMaker and Ticket to Read Summative: Results from 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was	Departmentalize intermediate grades to maximize teacher strengths and	RtI Team	Review formative monthly assessment data reports to ensure progress is being made and adjust	Formative: Computer Assisted Program- CAP reports generated

2	Category 4: Informational Text/Research Process.	consolidate materials. Utilize grade-level texts to provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, using graphic organizers to analyze text and understanding text structures.		instruction as needed.	from Reading Plus, SuccessMaker and Ticket to Read Summative: Results from 2012 FCAT Reading Assessment

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

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

<div align="center">

Problem-Solving Process to Increase Student Achievement

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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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 proficiency by 1 percentage point to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (87)	26% (89)

<div align="center">

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area that showed minimal growth and would require students to maintain or improve as noted on the FCAT Reading Test was Category 2: Reading	Students will receive enrichment instruction focusing on Author's Perspective/ Intent, Text Structures, Compare/Contrast 3 or more items, etc. during	Principal, Assistant Principal, Reading Coach	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker,

1	Application.	their Reading/Language Arts block. Teachers will provide a variety of instructional strategies and activities including, but not limited to reciprocal teaching and question-answer relationships.			Reading Plus and FCAT Explorer Summative: Results from 2012 FCAT Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 77% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (167)	82% (178)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.3.1.7.3 Main Idea,	3A.1. Increase the amount of time spent in small group instruction as reflected on Guided Reading Lesson FOCI Plan. The following reading areas will be addressed: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and	3A.1. MTSS/RtI Team LLT	3A.1. Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed	3A.1. Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative:

1	Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order. 4th grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.4.2.1.2 Elements of story structure – character development, setting, plot, problem/solution. Students in grades 5 showed a decrease in the category of Literary Analysis, specifically the benchmark: LA.5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.	comprehension. The identified lowest 25% will have more time and access to the computer lab and computer assisted programs. Implement SuccessMaker Intervention daily for 30 minutes.			Results from 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Category 3: Literary Analysis.	Facilitate rotation schedule both within the classroom and in the computer lab to ensure daily implementation of SuccessMaker for a minimum of 15 minutes each day and Reading Plus 3 sessions a week.	RtI Team	Review site utilization reports to determine compliance and monitor student progress.	Formative: Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus. Summative: Results from 2012 FCAT Reading Assessment

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

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

	The results of the 2012 FCAT 2.0 Reading Test indicate that

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	89% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 94 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (48)	94% (51)

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 2.0 Reading Test was: 3rd grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.3.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order. 4th grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.4.2.1.2 Elements of story structure – character development, setting, plot, problem/solution. Students in grades 5 showed a decrease in the category of Literary Analysis, specifically the benchmark: LA.5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects	4A.1. Increase the amount of time spent in small group instruction as reflected on Guided Reading Lesson FOCI Plan. The following reading areas will be addressed: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension. The identified lowest 25% will have more time and access to the computer lab and computer assisted programs. Implement SuccessMaker Intervention daily for 30 minutes.	4A.1. MTSS/RtI Team LLT	4A.1. Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	4A.1. Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2011administration of the FCAT Reading Test was Category 2: Reading Application.	Increase the amount of time spent in small group instruction as reflected on Guided Reading Lesson FOCI Plan. The following reading areas will be addressed: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension. The identified lowest 25% will have more time and access to the computer lab and computer assisted	RtI Team	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT Explorer. Summative: Results from 2012 FCAT Reading Assessment

	programs.
	Implement Voyager Intervention daily for 30 minutes.

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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 54% in the Hispanic subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup by 4 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (179)	58% (192)

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 2012 administration of the FCAT 2.0 Reading Test was: 3rd grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.3.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order. 4th grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.4.2.1.2 Elements of story structure – character development, setting, plot, problem/solution. Students in grades 5 showed a decrease in the	5B.1. Tier 2 & 3 students will be placed in appropriate intervention groups within the first 3 weeks of the 2012-2013 school year and their progress will be monitored monthly.	5B.1. MTSS/RtI Team LLT	5B.1. Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed	5B.1. Formative: FAIR, Edusoft data reports, Computer Assisted Program- CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 FCAT 2.0 Reading Assessment

	category of Literary Analysis, specifically the benchmark: LA.5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects				
2	White: N/A Black: N/A Hispanic: As noted on the administration of the 2011 FCAT Reading Test, the Hispanic subgroup did not make AYP in Reporting Category 1: Vocabulary. Appropriate and timely placement of students in interventions has been an obstacle. Asian: N/A American Indian: N/A	Utilize data to identify tier 2 & 3 students to place in appropriate interventions within the first 3 weeks of the 2011-2012 school year and monitor student progress monthly.	RtI Team	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT Explorer. Summative: Results from 2012 FCAT Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 41% in the ELL subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL subgroup by 11 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (60)	53% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test the English Language Learners subgroup did not make adequate progress in Reporting Category1: Vocabulary. ELL students will receive focused instruction that targets benchmarks that have been identified as areas of weakness.	5C.1. ELL students will benefit from receiving minilessons in their identified benchmarks to provide extra assistance in areas of weakness. Students extra time on computer guided programs such as Success Maker which will monitor and place them at their proper level, providing them extra assistance in areas of weakness.	5C.1. MTSS/RtI Team LLT	5C.1. Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed	5C.1. Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 FCAT 2.0 Reading Assessment
	As noted on the administration of the 2011 FCAT Reading Test the English Language Learners subgroup did not make AYP in Reporting Category1: Vocabulary.	Appropriate collaborative planning time will be scheduled to ensure that the ELL and General Education teachers have sufficient time to ensure that student deficiencies are being targeted and	RtI Team	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT Explorer.

					Summative: Results from 2012 FCAT Reading Assessment
2	Appropriate and timely collaborative planning time between ELL and General Education teachers to discuss student deficiencies has been an obstacle.	remediation is being implemented in the home language. Allow students extra time on computer guided programs such as Success Maker which will monitor and place them at their proper level, providing them extra assistance in areas of weakness. ELL Teachers will follow District's Pacing guide with fidelity to ensure that they are targeting all benchmarks as the general ed. classes.			

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 2012 FCAT 2.0 Reading Test indicate that 36 % in the SWD subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup by 8 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (14)	44% (17)

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. As noted on the administration of the 2012 FCAT 2.0 Reading Test the Students with Disabilities subgroup did not make adequate progress in Reporting Category1: Vocabulary. SWD students will receive focused instruction that targets benchmarks that have been identified as areas of weakness	5D.1. Students will benefit from a variety of activities working with sets of words that are semantically related. Minilessons should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.	5D.1. MTSS/RtI Team LLT	5D.1. Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed	5D.1. Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 50% in the ED subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ED subgroup by 8 percentage points to 58%.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
50% (156)		58% (180)		

			Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.3.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order. 4th grade students must increase the percentage of students making satisfactory progress in targeted benchmark: LA.4.2.1.2 Elements of story structure – character development, setting, plot, problem/solution. Students in grades 5 showed a decrease in the category of Literary Analysis, specifically the benchmark: LA.5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects	5E.1. Allow students extra time on computer guided programs such as Success Maker which will monitor and place them at their proper level, providing them extra assistance in areas of weakness. Teachers will follow District's Pacing guide with fidelity to ensure that they are targeting all benchmarks	5E.1. MTSS/RtI Team LLT	5E.1. Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	5E.1. Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	As noted on the administration of the 2011 FCAT Reading Test, the Economically Disadvantaged student's subgroup did not make AYP in Reporting Category 1: Vocabulary.	Allow students extra time on computer guided programs such as Success Maker which will monitor and place them at their proper level, providing them extra assistance in areas of weakness. Teachers will follow District's Pacing guide with fidelity to ensure that they are targeting all benchmarks.	RtI Team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT Explorer. Summative: Results from 2012 FCAT Reading Assessment

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	K-5	PD Liaison	K-5 Teachers	September 26, 2012	Monitored through monthly assessment data	Administration
Reading Plus Refresher	K-5	PD Liaison	K-5 Teachers	October 26, 2012	Monitored through class reports that are collected at Monthly Grade Level meetings.	Administration
Common Core Standards K-5	K-5	PD Liaison	K-5 Teachers	October 16, 2012 November 13, 2012 December 18, 2012 January 22, 2013	Monitored through grade level lesson planning	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 52% in the ELL subgroup showed proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
52%	

(202)

	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 need opportunities to work in cooperative learning groups to acquire both linguistic and academic skills simultaneously.	Students will participate in dynamic cooperative learning group activities.	MTSS/RtI Team LLT	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 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:	The results of the 2012 CELLA indicate that 28% in the ELL subgroup showed proficiency in Reading.
2012 Current Percent of Students Proficient in reading:	
52% (202)	

	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	ELL students will benefit from slowing down the reading process during whole group instruction.	ELL students will benefit from slowing down the reading process by implementing the Think Aloud Plan during whole group reading instruction.	MTSS/RtI Team LLT	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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 will participate in additional opportunities to complete the writing process (planning, drafting, revising, editing, and publishing).	Students will complete multiple opportunities to complete the writing process (planning, drafting, revising, editing, and publishing).	MTSS/RtI Team LLT	Review formative monthly assessment data reports to ensure progress is being made and adjust intervention as needed	Formative: FAIR, Edusoft data reports, Computer Assisted Program-CAP reports generated from SuccessMaker, Reading Plus and FCAT 2.0 Explorer. Summative: Results from 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011 FCAT Mathematics Test indicate that 33% of the 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 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (117)	36% (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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. Students in grades 5 showed a decrease in the category of Expressions, Equations and Statistics.	Intermediate grades 3-4 to maximize teacher strengths and consolidate materials. Create a "teaching triangle/wheel" in 5th grade where one teacher delivers math instruction to all general education students thus, benefiting from the teacher's strength. Create a computer lab and schedule classes to rotate through and use computer assisted programs such as Success Maker and Gizmos. Diversify instruction and key in on student weakness by providing additional material from supplementary material. Use of manipulatives such as rulers and pattern blocks to facilitate the solving of word problems including real world situations to strengthen understanding. Create an interactive math portfolio to infuse literature in mathematics which will allow students to reflect on what they learned and strengthen literacy.	MTSS/RtI Team Administration	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs. Provide teachers with bi-weekly cumulative reports on Success Maker. Utilize question item banks to provide additional resources.	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics 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 mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 29% of the students achieved level 4-5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4-5 students' proficiency by 1 percentage point to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (99)	30% (103)

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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. 5th grade students showed minimum growth in the category of Geometry and Measurement	Additional enrichment instruction will be provided to these students during their special area classes to strengthen their Measurement and Geometry skills. Create a self-contained gifted class for grades 2-3 / 4-5 to strengthen and maintain higher order thinking. Create an interactive math portfolio to infuse literature in mathematics which will allow students to reflect on what they learned and strengthen literacy.	MTSS/RtI Team	Data from enrichment packet material. Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs.	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics 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:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 76% of the students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (165)	81% (176)

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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. 5th grade students showed minimum growth in the category of Geometry and Measurement	Provide professional development for teachers to review new math benchmarks and GO MATH series, as well as new technology such as Success Maker, Gizmos, and Discovery Education.	MTSS Team Math/Science Chairperson	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs. Provide teachers with bi-weekly cumulative reports on Success Maker.	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics 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 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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 81% of the students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percentage of the lowest 25% making learning gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (45) .	86% (48)

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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. 5th grade students showed minimum growth in the category of Geometry and Measurement	The identified lowest 25% will have more time and access to the computer lab and computer assisted programs, such as Success Maker, Gizmos, and Discovery Education. Grades 3-4 will now be departmentalized. Create a "teaching triangle/wheel" in 5th grade where one teacher teaches math, thus all general education students' benefit from teacher's strength. Use curriculum and supplementary materials	MTSS/RtI Team	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs. Provide teachers with bi-weekly cumulative reports on Success Maker	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics Test.

		to target specific deficiencies based on data. Create an interactive math portfolio to infuse literature in mathematics aligned with FCAT 2.0 benchmarks which will allow students to reflect on what they learned and strengthen literacy.			

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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 56% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 59% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (185)	62% (205)

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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. 5th grade students showed minimum growth in the category of Geometry and Measurement	Departmentalize Intermediate grades 3-4 to maximize teacher strengths and consolidate materials. Create a "teaching triangle/wheel" in 5th grade where one teacher delivers math instruction to all general education students thus, benefiting from the teacher's strength. Create a computer lab and schedule classes to rotate through and use computer assisted programs such as Success Maker and Gizmos. Diversify instruction and key in on student	MTSS/RtI Team Administration	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs. Provide teachers with bi-weekly cumulative reports on Success Maker. Utilize question item banks to provide additional resources.	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics Test.

		weakness by providing additional material from supplementary material. Use of manipulatives such as rulers and pattern blocks to facilitate the solving of word problems including real world situations to strengthen understanding and implement Common Core State Standards. Create an interactive math portfolio to infuse literature in mathematics which will allow students to reflect on what they learned and strengthen literacy.			

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 48% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 58% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (70)	58% (85)

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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. 5th grade students showed minimum growth in the category of Geometry and Measurement	Departmentalize Intermediate grades 3-4 to maximize teacher strengths and consolidate materials. Create a "teaching triangle/wheel" in 5th grade where one teacher delivers math instruction to all general education students thus, benefiting from the teacher's strength. Create a computer lab and schedule classes to rotate through and use computer assisted programs such as Success Maker and Gizmos. Diversify instruction and key in on student weakness by providing additional material from supplementary material. Use of manipulatives such as rulers and pattern blocks to	MTSS/RtI Team Administration	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs. Provide teachers with bi-weekly cumulative reports on Success Maker. Utilize question item banks to provide additional resources.	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics Test.

| | | facilitate the solving of word problems including real world situations to strengthen understanding and implementing Common Core State Standard benchmarks. Create an interactive math portfolio to infuse literature in mathematics which will allow students to reflect on what they learned and strengthen literacy. | | | |

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 25% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 19 percentage points to 44% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (10)	44% (17)

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	3rd grade students must maintain or increase the percentage of students making satisfactory progress. 4th grade students must maintain or increase the percentage of students making satisfactory progress. 5th grade students showed minimum growth in the category of Geometry and Measurement.	Departmentalize Intermediate grades 3-4 to maximize teacher strengths and consolidate materials. Create a "teaching triangle/wheel" in 5th grade where one teacher delivers math instruction to all general education students thus, benefiting from the teacher's strength. Create a computer lab and schedule classes to rotate through and use computer assisted programs such as Success Maker and Gizmos. Diversify instruction and key in on student weakness by providing additional material from supplementary material. Use of manipulatives such as rulers and pattern blocks to facilitate the solving of word problems including real world situations to strengthen understanding and implementing Common Core State	MTSS/RtI Team Administration	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs. Provide teachers with bi-weekly cumulative reports on Success Maker. Utilize question item banks to provide additional resources	Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports. Summative: 2013 FCAT 2.0 Mathematics Test.

Standard benchmarks. Create an interactive math portfolio to infuse literature in mathematics which will allow students to reflect on what they learned and strengthen literacy.		

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 54% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 62% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (168)	62% (193)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>3rd grade students must maintain or increase the percentage of students making satisfactory progress.

4th grade students must maintain or increase the percentage of students making satisfactory progress.

5th grade students showed minimum growth in the category of Geometry and Measurement.</td>
<td>Departmentalize Intermediate grades 3-4 to maximize teacher strengths and consolidate materials. Create a "teaching triangle/wheel" in 5th grade where one teacher delivers math instruction to all general education students thus, benefiting from the teacher's strength.

Create a computer lab and schedule classes to rotate through and use computer assisted programs such as Success Maker and Gizmos. Diversify instruction and key in on student weakness by providing additional material from supplementary material.

Use of manipulatives such as rulers and pattern blocks to facilitate the solving of word problems including real world situations to strengthen understanding.

Create an interactive math portfolio to infuse literature in mathematics which will allow students to reflect on what they learned and strengthen</td>
<td>MTSS/RtI Team Administration</td>
<td>Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made.

Provide time during department /grade level meeting to share best practices and reflect on additional needs.

Provide teachers with bi-weekly cumulative reports on Success Maker.

Utilize question item banks to provide additional resources.</td>
<td>Formative: Monthly Assessments; District interim data reports. Student work Success Maker prescriptive reports.

Summative: 2013 FCAT 2.0 Mathematics Test.</td>
</tr>
</table>

| | | | | literacy. | | | |

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
Teaching in a Standards Based Classroom	K-5 Math	Math/ Science Chairperson	K-5 Math Teachers	September 26, 2012	Grade level meetings/ Data chats	Administration
Common Core Math Standards K-3	K-3 Math	Math/ Science Chairperson	K-3 Math Teachers	December 2012, March 2013	Grade level meetings/ Data chats	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	On the 2012 administration of the science FCAT 2.0 33% of students achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 36%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	33% (39)	36% (43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the FCAT 2.0 2012 results is The Big Idea; Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Create a "teaching triangle/wheel" in 5th grade where one teacher teaches science, thus all general education students' benefit from teacher's strength. Develop inquiry based activities that emphasize testing for hypothesis, data, analysis, explanation of variables, and experimental design. Designate computer lab time so students can practice virtual experiments through GIZMOS and Discovery Education. Create an interactive science portfolio to infuse literature in science which will allow students to reflect on what they learned	MTSS Team Administration	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs and review usage reports from GIZMOS and FCAT 2.0 explorer	Formative: Monthly Assessments; District interim data reports. GIZMO student work, Summative: 2013 FCAT 2.0 Science 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 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:	On the 2012 administration of the science FCAT 2.0 15% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 17 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (18)	17% (20)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the FCAT 2.0 2012 results is The Big Idea; Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.	"Through a teaching "triangle/wheel" 5th grade students have one teacher that teaches science and one teacher that teaches mathematics, thus all general education students' benefit from teacher's strength. Develop inquiry based activities that emphasize testing for hypothesis, data, analysis, explanation of variables, and experimental design. Create a self-contained 4/5 Gifted class to strengthen and maintain higher order thinking skills. Designate computer lab time so students can practice virtual experiments through GIZMOS and Discovery Education. Link math Enrichment (students scoring 4-5 or students scoring high on 2012 District Baseline test) with science enrichment. Create an interactive science portfolio to infuse literature in science which will allow students to reflect on what they learned and strengthen literacy. Conduct science labs up to twice a week to model the scientific process.	MTSS/RtI Team Administration	Review formative monthly assessment data to adjust instruction as needed to ensure progress is being made. Provide time during department /grade level meeting to share best practices and reflect on additional needs and review usage reports from GIZMOS and FCAT 2.0 explorer. Data from enrichment packet material.	Formative: Monthly Assessments; District interim data reports. Student work Summative: 2013 FCAT 2.0 Science Test

		Conduct data chats after quarterly Interim Assessments to discuss benchmark(s) with lowest proficiency performance and formulate strategies to address them during instruction			

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:

<table>
<tr><th colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair projects	3rd-5th Grade Science Teachers	Math/ScienceChairperson	3rd-5th grade Science Teachers	September 17, 2012	Grade Level Meetings and Data Chats	Administration
Creating Labs in the Classroom	K-5th grade	Math/Science Chairperson	K-5th grade Science Teachers	October 2012	Grade Level Meetings	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that 80% of students scored a level 3 or higher. Our goal for the 2012-2013 school year is to increase by 2 percentage point to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (89)	82% (91)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiencies as noted on the 2012 administration of the Writing FCAT 2.0 were focus and elaboration in the area of informational/expository essays that contain that include a topic sentence, supporting details, relevant information and mature vocabulary	Have students use revising/editing charts, teacher conferencing, or peer editing by: evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, • adding supporting details, and using transitions that connect the supporting details, • using appropriate transitions that connect	MTSS/RtI Team LLT	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus.	Formative: District Baseline data and Monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Test

| | • including a developed incident as support for each reason,
• revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language),
• using checklist/FCAT 2.0 Writing Rubric to refine draft
Formulate a writing plan which includes a Writer's Notebook and Portfolio: use anchor papers and rubrics to model writing; incorporate writing buddies- 5th graders to 4th graders. | | | | |

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Four Squares of Writing	K-2	PD Liaison	K-2 Teachers	November 4, 2012	Collection of data from monthly writing prompts-Writing Assessment Profiles	Administration
Writing Tools Workshop	3-4	PD Liaison	3-4 Teachers	October 17, 2012	Collection of data from monthly writing prompts-Writing	Administration

					Assessment Profiles	
Elaboration in Writing	3-4	PD Liaison	3-4 Teachers	December 6, 2012	Collection of data from monthly writing prompts-Writing Assessment Profiles	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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 is to increase our attendance by 0.5% and decrease number of students with excessive tardies from 84 students to 80 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.8% (668)	96.3% (671)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
211	200
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
84	80
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of attendance policy and many are accumulating excessive absences.	Identify and refer students who had excessive absences from previous school year and provide proactive interventions to be sure it does not continue in the current school year. Provide perfect attendance recognition on a monthly basis to the class with the highest rate of perfect attendance with a variety of incentives: popcorn parties, no uniform day and an Attendance Trophy to be placed on display.	Administration	The Attendance Committee will review COGNOS reports and monthly truancy reports and intervene accordingly	Attendance Bulletins, COGNOS reports, and Truancy Reports.
2	Students are accumulating tardies due to a lack of official drop off/pick up location.	School will open the P.E. field to provide more parking opportunities for parents, thus alleviate the parking problems.	Administration	The Attendance Committee will review COGNOS reports and monthly truancy reports and intervene accordingly.	Attendance Bulletins, COGNOS reports, and Truancy 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
Adhering to School Wide Attendance Policy	K-5	Principal	K-5 Homeroom Teachers	August 20, 2012	Monitoring of monthly parent contact logs	Administrators
Truancy Prevention	K-5	Administration	School Wide	August 20, 2012 thru June 7, 2013 Monthly Faculty Meetings	Attendance Committee will develop and maintain a Truancy Intervention program and monitor its effectiveness on a quarterly basis.	Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide perfect attendance recognition on a monthly basis to the class with the highest rate of perfect attendance with a variety of incentives: popcorn parties, no uniform day and an Attendance Trophy to be placed	Monthly Incentive	PTA	$1,000.00

on display.

			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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 number of suspensions.
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
3	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

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 that exhibit positive behavior should be formally recognized and receive incentives to continue being a good role model.

Students will be aware of Student Code of Conduct. | Only students who exhibit good behavior (no referrals) will be permitted to participate in dances, field trips and other school wide activities and refer students to "Do the Right Thing" coordinator for recognition. | Administration | Administration will recognize outstanding students in each grade level and plan appropriate rewards and incentives. | DTRT Form |

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	Our goal is to involve educators,parents and community

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	stakeholders by 5% to participate in the school site decision making process by attending more meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
54% (348)	59% (389)

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	Meetings for parents are held in the afternoon when they are working or have no child care.	NHE will vary the times of our meetings to offer choices for parents to attend.	Administration	Attendance Roster	Title I Administration Parental Involvement Monthly School/ Activity Report

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	Our goal for the 2012-2013 school year is to increase the student participation in our SECME program.

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 need to be reminded of meeting place and time on a weekly basis to ensure that they arrange for appropriate transportation.	SECME will be promoted weekly during televised morning announcements and printed posters around the campus.	Administration	Meeting Attendance Rosters	Monthly Meeting 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
No Data Submitted						

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance	Provide perfect attendance recognition on a monthly basis to the class with the highest rate of perfect attendance with a variety of incentives: popcorn parties, no uniform day and an Attendance Trophy to be placed on display.	Monthly Incentive	PTA	$1,000.00
Suspension				$0.00
Parent Involvement				$0.00
				Subtotal: $1,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
				Subtotal: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭉ Priority	ꭉ Focus	ꭉ Prevent	ꭉ NA

Are you a reward school: ꭉ Yes ꭉ No

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

No Attachment (Uploaded on 10/16/2012)

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
Curriculum needs to facilitate the implementation of the SIP.	$3,000.00

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

1. Discuss data from Baseline, Interim and FAIR assessments and adjust curriculum accordingly.
2. Discuss topics needed to be covered at monthly PD meetings.
3. Discuss Learning Community topics that grade levels/ subject areas can address
4. Monitor the implementation of the School Improvement Plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
NORTH HIALEAH ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	73%	68%	44%	256	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%	57%			127	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?	60% (YES)	69% (YES)			129	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					512	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
NORTH HIALEAH ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	75%	91%	51%	288	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	68%	68%			136	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?	77% (YES)	75% (YES)			152	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested