

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SPANISH LAKE ELEMENTARY SCHOOL

District Name: Dade

Principal: Jacqueline Arias-Gonzalez

SAC Chair: Martha Vargas

Superintendent: Alberto Carvalho

Date of School Board Approval:

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Lizette Estevez	Certification: Elementary Education ESOL Endorsement Educational Leadership Degrees: Bachelor Degree in Elementary Education from Florida International University Master Degree in Mathematics Education from Nova Southeastern University	2	4	YEAR '12 '11 '10 '09 '08 School Grade A A D C A B AYP - N N N Y Y High Standards Rdg. 65 76 70 48 70 High Standards Math 74 83 79 55 70 Lrng Gains-Rdg. 75 66 53 63 65 Lrng Gains-Math 78 68 56 53 70 Gains-Rdg-25% 82 60 55 55 69 Gains-Math-25% 79 58 52 47 84

		Specialist Degree in Educational Leadership from Nova Southeastern University			
Principal	Jacqueline Arias-Gonzalez	Certification: Principal Certification, State of Florida Degrees: Bachelor of Science in Elementary Education & Primary Education from Florida International University Master of Science in Educational Leadership from Barry University	6	17	YEAR '12 `11 `10 `09 `08 `07 School Grades A A A A A AYP N/A N P Y Y High Standards Rdg. 65 76 77 77 78 High Standards Math 74 83 83 80 80 Lrng Gains-Rdg. 75 66 66 72 79 Lrng Gains-Math 78 68 58 70 65 Gains-Rdg-25% 82 60 54 66 81 Gains-Math-25% 79 58 64 71 73
Assis Principal	Kathy Bustamante	YEAR `11 `10 `09 `08 `07 School Grades A A A A A AYP N P Y Y Y High Standards Rdg. 76 70 72 73 72 High Standards Math 83 79 80 78 78 Lrng Gains-Rdg. 66 66 72 79 66 Lrng Gains-Math 68 58 71 80 62 Gains-Rdg-25% 60 54 66 81 53 Gains-Math-25% 58 64 71 73 70	6	8	YEAR '12 `11 `10 `09 `08 `07 School Grades A A A A A AYP N/A N P Y Y High Standards Rdg. 65 76 77 77 78 High Standards Math 74 83 83 80 80 Lrng Gains-Rdg. 75 66 66 72 79 Lrng Gains-Math 78 68 58 70 65 Gains-Rdg-25% 82 60 54 66 81 Gains-Math-25% 79 58 64 71 73

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Martha Vargas	BS-Elementary Education, Nova Southeastern University, Masters in Science, Computer Education, Specialist, Educational Leadership Certification-Professional Educator's, Elementary Education, ESOL Endorsement, Educational Leadership, State of Florida	6	6	YEAR '12 `11 `10 `09 `08 `07 School Grades A A A A A AYP N/A N P Y Y High Standards Rdg. 65 76 77 77 78 High Standards Math 74 83 83 80 80 Lrng Gains-Rdg. 75 66 66 72 79 Lrng Gains-Math 78 68 58 70 65 Gains-Rdg-25% 82 60 54 66 81 Gains-Math-25% 79 58 64 71 73

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal	Principal	Ongoing	
2	2. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	3. Support is offered through the leadership team of administrators, Reading Coaches, Math & Science Coach, and Lead Teacher.	Leadership Team	Ongoing	
4	4. Recruit highly qualified teachers through participation in job fairs and university internship programs	Leadership Team	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
110	1.8%(2)	38.2%(42)	38.2%(42)	21.8%(24)	27.3%(30)	75.5%(83)	8.2%(9)	4.5%(5)	80.9%(89)

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
Janessa Jorge	Jennifer C. Meneses	Grade Level Chair	PLC for grade level planning and data debriefing
Zulema Almanza	Jennier Farrington	Grade Level Chair	PLC for grade level planning and data debriefing

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

Spanish Lake Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or tutorials. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and their families. Spanish Lake's, Title I funded Community Involvement Specialists (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Spanish Lake Elementary Curriculum Coaches develop, lead, and evaluate school core content standards/ programs. Our coaches also 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 at Spanish Lake Elementary participate in the design of our school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. At Spanish Lake the annual M-DCPS Title I Parent/Family Involvement Survey is utilized 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 the school's CIS, Title I District and Region meetings, and a Connect Ed message from the principal. This survey, available in English, Spanish and Haitian-Creole, is available online for parents to complete.

Funds from Title I grants will be utilized to provide after school tutoring in the areas of reading and math for students attending Spanish Lake Elementary School. Other components that are integrated into our school wide program also include an extensive Parental Program; Supplemental Educational Services.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

We are a Title II District. The District uses supplemental funds for improving basic education as follows:

- 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

• Spanish Lake Elementary uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide tutorial programs for students in grades 3-5.

• The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

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.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

- This school will receive funding from Supplemental Academic Instructions (SAI) as part of its Florida Education Finance Program (FEFP) allocations

Violence Prevention Programs

- At Spanish Lake Elementary the Safe and Drug-Free Schools Program addresses violence and drug prevention and Intervention services for students through curriculum implemented by classroom teachers and our elementary counselor.
- Training and technical assistance for elementary school teachers, administrators, and counselor is also a component of this program.

Nutrition Programs

Spanish Lake Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Spanish Lake Elementary School's 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. Also, monthly Nutrition menu is provided to parents via the Internet for knowledge of nutritious food items offered to their children as well as enabling parents to adopt healthy nutritional food offerings at their household in an attempt to holistically increase healthy eating habits to students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

1. The MTSS/RtI Leadership Team at Spanish Lake Elementary is comprised of the following members:

- Principal will ensure that faculty is aware of MTSS/RtI through continuous professional development, adjust the allocation of school based resources, hold regular team leadership meetings, gather and analyze data to determine appropriate professional development for faculty, maintain communication with staff for input and feedback, adjust the school's academic goals and monitor the implementation of professional development.
- Two Assistant Principals will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs
- Lead Teacher, will actively participate in MTSS/RtI meetings, will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Spanish and modern languages. In addition, the Lead Teacher will develop schedules and assist with implementing instructional strategies.
- Primary and Intermediate Reading Leaders - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Reading and Language Arts. Reading leaders participate in data collection and data analysis in order to implement and design a constructive focus plan. Identifies Tier 1, Tier 2, and possible Tier 3 students and collaborates with support staff by providing instructional strategies and resources.
- Reading Coach/EESAC Chair - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources. In addition she will continue to review, collect data and monitor the implementation of the SIP as the EESAC Chairperson.
- Math/Science Coach - Actively participates in MTSS/RtI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Math and Science. The Math Coach will

also participate in data collection and data analysis in order to implement and design a constructive focus plan. Identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.

- Kindergarten Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- First Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Second Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Third Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Fourth Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Fifth Grade Chair – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- School Guidance Counselors – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- SPED Chair/LEA – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.

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

- Special education personnel - SPED Chairperson/LEA – will actively participate in MTSS/RtI meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- School psychologist – will actively participate in collection, interpretation and analysis of data, assist in selection and screening process, facilitate the development of intervention plans, and provide support for intervention and documentation analysis.
- Educational Excellence School Advisory Council (EESAC) members – The leadership team will meet with the Educational Excellence School Advisory Council (EESAC) and the school principal to participate in the development of the School Improvement Plan (SIP). The team will provide input on the development of the action steps for the school's reading, mathematics, science and writing goals.
- Community Involvement Specialist and Stakeholders – will actively participate in MTSS/RtI meetings and conduct home visits.

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

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided to groups of targeted low-performing students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instruction through interventions, after school tutoring and/or Saturday Academy tutoring. Additional behavioral support will be provided by the guidance counselor and through the development of Behavioral Improvement Plans.
- There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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 Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

1. Monitor academic and behavior data evaluating progress by addressing the following:

- A standards based curriculum and differentiated instruction
- Data talks on common assessments

- Monitoring and adjusting interventions as needed
 - Provisions for enrichment opportunities
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
 3. Hold regular team meetings weekly that utilize the four step problem solving process as the basis for goal setting, planning, and program evaluation to focus on increasing student achievement or behavioral success.
 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
 8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

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

2. Managed data will include:

Academic

- Florida Assessments for Instruction in Reading (FAIR)
- Baseline Benchmark Assessments
- Interim assessments
- Voyager Checkpoints and Benchmark assessments
- State/Local math and science assessments
- Florida Comprehensive Assessment Test (FCAT)
- Student grades
- School site specific assessments

Behavior

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

1. Attend ongoing training throughout the school year.
2. Maintain effective communication between team members including psychologist and school social worker providing visible connections between a MTSS framework & Spanish Lake's school mission statements and improvement effort.
3. Continue weekly meetings to ensure all policies and procedures are in compliance.
4. Provide ongoing data-driven professional development activities that align to core student goals and staff needs.
5. Ensure ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal – Mrs. Jacqueline Arias-Gonzalez
- Assistant Principal – Kathy Bustamante
- Assistant Principal – Lizette Estevez
- Reading Coach – Ivette Milian
- Reading Coach – Martha Vargas
- Media Specialist – Mercedes Sabates
- Kindergarten Grade Chair – Jean Harris
- First Grade Chair/ Reading Leader – Carolina Torres
- Second Grade Teacher – Angelica Llera-Garcia
- Third Grade Teacher – Lizvette Angulo-Reyes
- Fourth Grade Chair – Zulema Almanza
- Fifth Grade Chair – Julieta Barreto-Tejero

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

The SLE school-based LLT functions as a support team for the teachers. The LLT team meets monthly to plan for assessments, analyze assessment results, discuss student progress, and effective strategies to plan for the instructional needs of all students. Responsibilities include modeling lessons, sharing best practices, assisting teachers with the implementation of the CRRP, provide professional development, analyze assessment results from state, district and school, and promote a literacy rich environment at school and home.

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

- Implement a school wide writing plan that incorporates Common Core Standards and Content Focus for FCAT Writing to ensure that students at Spanish Lake Elementary are developing proficiency skills in writing.
- Provide ongoing professional development in Common Core Writing Standards and FCAT Writing to teachers in grades kindergarten through fourth grade.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists 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.

At Spanish Lake Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. In addition, pre-schools located within the school's boundaries are invited to attend a transition meeting May in which they receive information about the Kindergarten program at Spanish Lake as well as the expectations and learning goals for Kindergarten. At the transition meeting local pre-schools are also given materials and ideas to focus on during the summer in order to prepare the pre-school students for a successful transition into Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 30% of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (265)	32% (283)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students need to increase reading skills in comprehension.	During pre, during and post reading activities, students will use grade-level literary and non-fiction text at appropriate levels of complexity to help students derive meaning from text. In addition, students will utilize graphic organizers to identify text structures.	Administrators, Reading Coach and LLT.	Ongoing classroom assessments focusing on Comparisons Review District and school-site assessments such as Baseline and Interims to identify areas of need and adjust/align instruction of curriculum accordingly. Data chats and debriefings with teachers.	Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTSS/RTI team will review data biweekly and recommendations based on needs 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:

Problem-Solving Process to Increase Student Achievement

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

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

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 assessment indicate that 34% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 4 and 5 proficiency levels by 1 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (398)	43% (399)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text and Research Process. Students need improvement in reading comprehension skills.	Students will participate in activities such as how-to articles, brochures, fliers and other real world documents to identify text features and to locate, interpret and organize information. Students will use enrichment activities such as a two-column note to list conclusions and supporting evidence when reading articles and editorials.	Administrators, Reading Coach and LLT.	Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTTs/RTI team will review data biweekly and make recommendations based on needs assessment.	Formative: FAIR, Interim, and Successmaker computer assisted reports. Summative: 2013 FCAT Reading Test
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4, informational text /research. Students need additional support to locate, interpret and organize information and determine the validity and reliability of information within and across text.	Students will participate in activities that focus on informational text/ text features and organizing information for different purposes as incorporated in the K-12 Reading Plan	LLT Team Rtl Team	Review District and school-site assessments to identify areas of need and adjust/align instruction of curriculum accordingly. Data chats and debriefings with teachers.	Formative: FAIR, District, School-site assessments Summative: 2012 FCAT Reading Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 assessment indicate that 75% of students made learning gains. The results of the 2012 FCAT 2.0 Reading assessment indicate that 75% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students achieving learning gains by 5 percentage points 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (416)	83% (443)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis/Fiction/Nonfiction Students have difficulty with figurative language.	The use of poetry will be incorporated in the curriculum in order to identify descriptive language that defines mood and imagery. Students will use graphic organizers such as text features analysis chart for the use of identifying text features to help locate, interpret, and organize information.	Administrators, Reading Coach and LLT.	Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTS/RTI team will review data biweekly and make recommendations based on needs assessment.	Formative: FAIR, Interim, and Successmaker computer assisted reports. Summative: 2013 FCAT Reading Test
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students need additional assistance through small groups and differentiated instruction (DI) to target main idea.	Devise a rotation chart for small group DI in order to target main idea through the use of graphic organizers and see patterns and summarize main points.	LLT Team Rti Team Administrators	Classroom Walkthroughs Small group instruction data	Formative: FAIR, District, School-site assessments data Summative: 2012 FCAT Reading Test.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 82% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% achieving learning gains by 5percentage points to 87%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (115)	84% (122)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis/Fiction/NonFiction. Students have difficulty identifying figurative language.	The use of Story Maps/Authors Toolbox Chart will be used to help students identify and interpret elements of story structure within and across texts. The use of poetry will also be incorporated during instruction so that students can identify mood words, literary devices and figurative language.	Administrators, Reading Coach and LLT.	Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: FAIR, Interim, and Successmaker computer assisted reports. Summative: 2013 FCAT Reading Test

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

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

Our goal for the 2012-2013 is to increase the percent of students based on AMO subgroups achieving proficiency in reading.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2010-2011 FCAT Reading Test indicate that 73% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the number of students in the Hispanic subgroup achieving proficiency by 3 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 73%(527)	Hispanic: 76%(549)

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	Hispanic: The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1,Vocabulary. Students need additional assistance in vocabulary development through remediation in multiple meanings.	Provide additional instruction in understanding connotative language as it relates to vocabulary using word walls and instruction in different levels on content/specific words (shades of meaning).	LLT Team Rtl Team Administrators Coaches	Follow the Florida Continuous Improvement Model (FCIM) Ongoing classroom assessments focusing on vocabulary. Utilizing quarterly vocabulary assessments in preparation for gradesK-2.	Formative: FAIR, District, School-site assessments Summative: 2012 FCAT Reading Test.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT Reading Test indicate that 63% of students in the English Language Learner (ELL) subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase ELL student proficiency by 4 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (170)	67% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.</p> <p>Students need additional exposure to Higher Order Thinking Skills (HOTS) and moderate to high level complexity questions for cause and effect relationships</p>	<p>Devise HOTS questions to align Houghton Mifflin and the use of graphic organizers to identify cause and effect relationships</p>	<p>LLT Team RtI Team Administrators Coaches</p>	<p>Follow the FCIM. Mini Assessments of tested benchmarks.</p>	<p>Formative: FAIR, District, School-site assessments</p> <p>Summative: 2012 FCAT Reading Test.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The results of the 2012 FCAT 2.0 Reading assessment indicate that 22% of students in the Student with Disabilities (SWD) AMO subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD AMO subgroup achieving proficiency by 14 percentage points to 36%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>22% (15)</p>	<p>36% (24)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1.</p> <p>The students need to improve essential vocabulary skills.</p>	<p>Students will participate in activities that will build vocabulary development. Pre-reading activities such as concept maps will be used to help build students knowledge of word meaning and relationships.</p>	<p>Administrators, Reading Coach and LLT</p>	<p>Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>FAIR, Interim, and Successmaker computer assisted reports.</p> <p>Summative: 2013 FCAT Reading Test</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2010-2011 FCAT Reading Test indicate that 69% of students in the Economically Disadvantaged subgroup achieved proficiency.</p> <p>Our goal for the 2011-2012 school year is to increase the number of students in the Economically Disadvantaged subgroup achieving proficiency by 3 percentage points to 72%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>69% (446)</p>	<p>72% (466)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students need additional assistance in author's purpose and perspective	Utilize graphic organizers focusing on author's purpose and perspective conveying a particular mood, entertaining or explaining.	LLT Team Rtl Team Administrators	Attendance Sheets from tutoring programs. Follow the FCIM.	Formative: FAIR, District, School-site assessments Summative: 2012 FCAT Reading Test.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-3	Reading Coach	Reading Teachers	August-April 2013 Once a month	Classroom walkthroughs/Observations	Administrators/Reading Coaches
Reading Key Ideas-Backmapping	K-5	Reading Coach	Reading Teachers	August- April 2013	Classroom walkthroughs/Observations	Administrators/Reading Coaches
Successmaker as a Tier 2 Intervention	K-5	Reading Coach	Intervention Teachers	September-December 2012	Progress Reports/Rtl reports	Administrators/Reading Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1. During pre, during and post reading activities, students will use grade-level literary and non-fiction text at appropriate levels of complexity to help students derive meaning from text. In addition, students will utilize graphic organizers to identify text structures.	Peoples Common Core workbooks	Title I	\$8,500.00
			Subtotal: \$8,500.00
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: \$8,500.00

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:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficiency in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
42% (276)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Assessment was Section 4, Listening IV. Students need improvement in recognizing essential vocabulary.	Students will participate in Language Experience Approach (LEA) activities that will lead students to produce language in response to first-hand, multi-sensorial experiences. Using this approach will assist students in developing language skills.	Administrators, ELL Chairperson and LLT Team	Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTSS/RTI team will review data biweekly and make recommendations based on needs assessment.	FAIR, Interim, CELLA and Successmaker computer assisted reports. Summative: 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:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficiency in reading.			
2012 Current Percent of Students Proficient in reading:					
34% (223)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the CELLA Assessment was Sections 6-9, Passage	Students will participate in activities that activate and/or build prior knowledge experiences in order to	Administrators, LLT Team and ELL Chairperson	Following the FCIM model, the reading coach will review assessment data and adjust instruction as	FAIR, Interim, CELLA and Successmaker computer assisted reports.

1	Reading I-IV. Students need improvement in recognizing essential vocabulary.	make meaningful reading connections. Students will also be given opportunities to use KWL charts and Question-Answer Relationships (QAR) in order to build comprehension skills.		needed. The MTSS/RtI will review data biweekly and make recommendations based on needs assessment.	Summative: CELLA
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in writing.
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2012 Current Percent of Students Proficient in writing:

33% (219)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Assessment was Section 13, Paragraph Writing. Students need to improve their organization of writing.	Students will participate in process writing, which incorporates planning, drafting, revising, editing, and publishing Teachers will also use mentor texts, along with common core standards to model and develop the writing process.	Administrators, ELL Chairperson, LLT Team	Following the FCIM model, the reading coach will review assessment data and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FAIR, Interim, CELLA and Successmaker computer assisted reports. Summative: CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 31 % of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (276)	33% (291)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 - 5 students was Reporting Category 1 – Number Operations.</p> <p>Grade 3- Students need improvement in the understanding of numerators and denominators to be able to identify equivalency of fractions.</p> <p>Grade 4-Students needs improvement understanding basic facts of multiplication</p> <p>Grade 5-Students need improvement in basic multiplication facts to ensure understanding of division</p>	<p>Grade 3 – Develop an understanding of fractions and fraction equivalence and solve non-routine problems.</p> <p>Grade 4 – Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication and estimate and describe reasonableness of estimates.</p> <p>Grade 5 – Develop an understanding of and fluency with division of whole numbers; describe real-world situations using positive and negative numbers; and solve non-routine problems.</p>	Administrators, Math Coach	<p>Following the FCIM model, the math coach will review District and school-site assessment data and adjust instruction as needed to target areas of deficiency.</p> <p>The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p> <p>Data chats with individual student, grade level and teachers.</p>	<p>Formative: District Baseline and Interim assessments and school-site assessments.</p> <p>Summative: 2013 FCAT 2.0 Mathematics assessment.</p>
2	<p>The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was fractions and equations. New standards presented gaps in benchmark mastery in every grade level. New standards presented gaps in benchmark mastery in every grade level.</p> <p>The lack of manipulatives and hands-on experiences has hindered</p>	<p>Mathematics instruction will incorporate hands-on activities through the use of manipulatives using the Go Math series.</p> <p>Students will have opportunities to explore a variety of hands-on activities and will apply the knowledge to solve real-life problems.</p>	Math Coach/administrator	<p>Review District and school-site monthly assessments using FCAT TestMaker to identify areas of need and adjust/align instruction of curriculum accordingly.</p>	<p>Formative: District and school-site monthly assessments</p> <p>Summative: 2012 FCAT Math Test</p>

progress.

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 assessment indicate that 42 % of students achieved above proficiency (Level 4 & 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving above proficiency (Levels 4 & 5) by 1 percentage points to 43 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (371)	43% (381)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 - 5 students was Reporting Category 1 – Number Operations Limited use of the incorporation of mathematics literature presents a barrier for students to make real-life math connections.	Provide opportunities to infuse literacy into mathematics instruction. Students will be engaged in the learning process and apply learning to solve real-life problems. Select rigorous, real-world problems, aligned to the content the students are learning for enrichment virtual/Gizmos and manipulatives	Administrators, Math Coach	Following the FCIM model, the math coach will review District and school-site assessment data and adjust instruction as needed to target areas of deficiency. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: District Baseline and Interim assessments and school-site assessments. Summative: 2013 FCAT 2.0 Mathematics assessment.
	The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test	Provide opportunities to infuse literacy into mathematics instruction. Students will be engaged	Math Coach/administrator	Review District and school-site monthly assessments using FCAT TestMaker to identify	Formative: District and school-site monthly assessments

2	was Number and Operations. Limited use of the incorporation of mathematics literature presents a barrier for students to make real-life math connections.	in the learning process and apply learning to solve real-life problems. Utilize Go Math enrichment activity book/website resources to enhance instructional strategies.		areas of need and adjust/align instruction of curriculum accordingly.	Summative: 2012 FCAT Math Test.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 mathematics Test indicate that 78 % of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 83 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (431)	83% (459)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics assessment was Number Operations. Limited consistent use of	Engage students in activities to use technology (such as SuccessMaker, Gizmos, Riverdeep or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual	Administrator Math Coach MTSS/RtI Team	Following the FCIM model, the math coach will review Successmaker reports and Riverdeep data to monitor progress and adjust instruction as needed to target areas of deficiency.	Formative: District and school-site assessments Summative: 2013 FCAT 2.0 Mathematics assessment

	technology to target fractions and decimals.	understanding of numbers. Use of DI and small group instruction.		The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	
2	The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Number Sense. Limited consistent use of technology to target fractions and decimals.	Provide a daily computer time schedule allocated for each student to access Successmaker to target fractions and decimals	Administrator Math Coach RtI Team	Debriefing with Successmaker Reports	Formative: District and school-site monthly assessments Summative: 2012 FCAT Math 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 assessment indicate that 79% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% achieving learning gains by 5percentage points to 84 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (115)	54% (123)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics	Provide a daily computer schedule that allocates time for each student to access SuccessMaker to	Administrator, Math Coach MTSS/RtI Team	Following the FCIM model, the math coach will review Successmaker reports and Riverdeep	Formative: District and school-site assessments

1	assessment was Number Operations. Limited consistent use of technology to target division and multiplication facts.	target division and multiplication facts. Use of DI and small group instruction.		data to monitor progress and adjust instruction as needed to target areas of deficiency. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment	Summative: 2013 FCAT 2.0 Mathematics assessment.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal for the 2012-2013 is to increase the percent of students based on AMO subgroups achieving proficiency in math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	81	

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 assessment indicates that 83% of students in the White AMO subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the White AMO subgroup achieving proficiency by 8 percentage points to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 83% (22)	White: 91% (25)

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	White: According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 - 5 students was Reporting Category 1 – Number Operations. Students need improvement in math vocabulary and clue words in order to identify the order of operations.	Provide intervention through the use of manipulatives and engaging opportunities to practice geometric and measurement concepts	Administrator Math Coach RtI Team, CIS	Following the FCIM model, the math coach and teachers will review District and school-site assessment data and adjust instruction as needed to target areas of deficiency. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: District and school-site assessments Summative: 2013 FCAT 2.0 Mathematics assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2010-2011 FCAT Mathematics Test indicate that 71% of students in the English Language Learner (ELL) subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase ELL student proficiency by 3 percentage points to 74%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (192)	74% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Measurement and Geometry. Student need additional assistance in the development of geometric and measurement concepts.	Provide intervention through the use of manipulatives and engaging opportunities to practice geometric and measurement concepts.	Math Coach Administrators Community Involvement Specialist	Follow FCIM Math Journals Parent Workshop Attendance	Formative: District and school-site monthly assessments Summative: 2012 FCAT Math Test.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics assessment indicates that 38% of students in the Students with Disabilities (SWD) AMO subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the Students with Disabilities (SWD) AMO subgroup achieving proficiency by 14 percentage points to 52%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (25)	52% (34)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 - 5 students was Reporting Category 1 – Number Operations. Students need improvement in math vocabulary and clue words in order to identify the order of operations.	Provide intervention through the use of manipulatives and engaging opportunities to practice geometric and measurement concepts	Administrator Math Coach RtI Team, CIS	Following the FCIM model, the math coach and teachers will review District and school-site assessment data and adjust instruction as needed to target areas of deficiency. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: District and school-site assessments Summative: 2013 FCAT 2.0 Mathematics assessment

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

The results of the 2010-2011 FCAT Mathematics Test
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5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	indicate that 79% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the number of students in the Economically Disadvantaged subgroup achieving proficiency by 2 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (511)	81% (524)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Number Sense. Limited amount of contact and frequency with students in the Teacher Lead Center (TLC) to target incorporation of mathematics literature for students to make real-life math connections.	Develop a rotating schedule which targets students in the Economically Disadvantaged (ED) group through the integration of math literature	Administrator Math Coach RtI Team	Follow FCIM Classroom Walkthroughs	Formative: District and school-site monthly assessments Summative: 2012 FCAT Math Test.

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT 2.0 Science assessment indicate that 38% of 5th Grade students achieved proficiency (FCAT Level 3).			
Science Goal #1a:		The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 4 percentage points to 42%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (112)		42% (121)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Category 3 Physical Science. Students need improvement in the scientific process skills.	Increase opportunities that implement inquiry based, hands-on activities/labs that allow for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in physical science.	Administrators, Science Coach	Following the FCIM model, the science will review District and school-site assessment data and adjust instruction as needed to target areas of deficiency.	Formative: District Interim and school based assessments Summative: 2013 FCAT 2.0 Science assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal # 1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 18% of 5th Grade students achieved proficiency (FCAT Level 3). The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 1 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (52)	19% (56)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Category 3 Physical Science. Students need improvement in the scientific process.	Increase opportunities that implement inquiry based, hands-on activities/labs that allow for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in physical science.	Administrators, Science Coach	Following the FCIM model, the science coach will review District and school-site monthly assessment data and adjust instruction as needed to target areas of deficiency. district and school-site assessment data to monitor student progress.	Formative: Monthly District Interim and school based assessments Summative: 2013 FCAT 2.0 Science assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal # 2b:	

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
PLC focus on Scientific Thinking	3-5	Science Coach	3-5 Science teachers	Starting in October 2012 and following with the last Wednesday of every month	Classroom walkthroughs	Science Coach and Administrator

Science Budget:

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

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing assessment indicate that 89% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in achieving proficiency by 2 percentage points to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (264)	91% (267)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>During the 2012 FCAT Writing Test, fourth graders demonstrated difficulty in narrative writing.</p> <p>Students have difficulty with organization and support skills during the writing process</p> <p>Students need additional support in focus, organization and elaboration of ideas in their writing.</p>	<p>Students will be exposed to common core writing standards and writing process skills, to develop specific word choice, details, imagery and varied sentence structures.</p> <p>Students will be exposed to mentor read- aloud text as well as explicit instruction that will provide effective modeling and practice to improve organization and support during the writing process.</p>	Administrators, reading coach and LLT.	Following the FCIM model, the reading coach and LLT team members will review District Writing assessment data and to determine needs and adjust instruction.	<p>Formative: Biweekly writing samples, District Writing Assessments</p> <p>Summative: 2013 FCAT Writing 2.0</p>

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

1b. Florida Alternate Assessment: Students scoring at 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
Common Core Writing Process Best Writing Practices with a focus on grammar	K-4 K-5	Reading Coach	Writing Teachers in grades K-4	August 2012 and monthly follow up meetings September-January monthly meetings 2013	Walkthroughs/Observations/ Student Authentic Writing samples	Administrator /Reading Coaches

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our goal for 2012-2013 school year is to increase our attendance percentage to 96.57 % by promoting a positive learning environment that motivates and rewards good attendance. Our second goal for the 2012-2013 school year is to decrease the number of students with excessive absences from (10 or more) and students with excessive tardies (10 or more) by 5%. In addition our goal for the 2011-2012 school year is to decrease the number of students with excessive absences from 493 to 468 and students with excessive tardies from 343 to 326.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.07% (1707)	96.57% (1716)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
448	426
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
264	251

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 number of students attending school has decreased from the previous year. Parents do not bring students to school on a regular basis. Parents do not bring students to school on time on a regular basis	Identify and refer students with excessive absences/tardies to the Attendance Review Committee for parent conferences. Provide workshops for parents on the importance of student attendance including absences and tardies.	Administrator and Attendance Review Committee	Administrator will review attendance logs quarterly and identify students who are consistently absent/tardy. According to data, the Attendance Review Committee will set up conferences with parents..	Monthly attendance logs

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the number of in school and out of school suspensions by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
19	17
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
16	14
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

9	8
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7	6

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Excessive bullying and aggressive behavior resulted in numerous infractions of the Student Code of Conduct.</p> <p>Students need to improve their behavior to minimize indoor suspension.</p> <p>Students need to improve their behavior to minimize outdoor suspension.</p>	<p>Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary SPOT Success Recognition program.</p> <p>Also, the Anti-Bullying Curriculum will be implemented and monitored throughout the school year.</p> <p>Implementing a plan for student code of conduct to reduce the amount of indoor suspensions.</p> <p>Implementing a plan for student code of conduct to reduce the amount of outdoor suspensions</p>	Administrative Team and counselors	<p>Administrator will monitor COGNOS report on student suspensions.</p> <p>Administrator will monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspensions on a monthly basis to determine effectiveness of strategy</p>	Monthly COGNOS suspension 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
Code of Student Conduct	K-5	Administration	K-5 Teachers	Quarterly starting in October 2012	Monitor suspension report	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Materials and Supplies for SPOT		

Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary SPOT Success Recognition program	Success Recognition/ Student of the Month Program and Citizenship Honor Roll celebrations as incentives to promote positive behavior and intervention to prevent suspensions	PTA funds and School Based Funds	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:		N/A Title I - see PIP		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

(PLC) or PD Activity

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th grade participation in the Science Fair (FCAT Levels 4 and 5) by 1 percentage points to19%.			
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 have limited exposure or knowledge of technology that incorporates or explains	Students will participate in STEM practices that will incorporate rigorous	Administrators, science coach	Following the FCIM model, the science coach will review District and school-site	Formative: District Interim and school based assessments

2	<p>concepts found in the state standards for Science</p> <p>Student need to increase their participation in the development of the scientific method by producing an individual Science Fair project.</p>	<p>instruction in science.</p> <p>Students will be provided with opportunities to compare, contrast, interpret, analyze and explain concepts during field experiences, laboratory activities, and classroom discussions.</p> <p>Through the use of scientific journals: Journal of Science Experiments (JOSE), students will make connections to real-life experiences, explain and write about their results and their experiences.</p>	<p>assessment data and adjust instruction as needed to target areas of deficiency.</p>	<p>Summative: Science Fair</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1. During pre, during and post reading activities, students will use grade-level literary and non-fiction text at appropriate levels of complexity to help students derive meaning from text. In addition, students will utilize graphic organizers to identify text structures.	Peoples Common Core workbooks	Title I	\$8,500.00
Suspension	Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary SPOT Success Recognition program	Materials and Supplies for SPOT Success Recognition/ Student of the Month Program and Citizenship Honor Roll celebrations as incentives to promote positive behavior and intervention to prevent suspensions	PTA funds and School Based Funds	\$500.00
				Subtotal: \$9,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

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
The projected use of SAC funds will be utilized for after school tutoring, Scholastic News, Accelerated Reader and technology.	\$8,200.00

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

The SAC is responsible for overseeing, reviewing, and monitoring the School Improvement Plan. The SAC will be analyzing Baseline, Interim and school-wide assessments to identify student strengths and weaknesses and to make necessary adjustments according to the ongoing student assessment data.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District SPANISH LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	83%	89%	50%	298	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	68%			134	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)	58% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SPANISH LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	83%	91%	48%	299	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	58%			124	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?	54% (YES)	64% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested