

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BENT TREE ELEMENTARY SCHOOL

District Name: Dade

Principal: Miguel A. Balsera

SAC Chair: Margarita Bonachea

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Miguel A. Balsera	BS – Elementary Education, FIU; MS – Educational Leadership, Nova Southeastern University; Doctor of Education – Educational Leadership, Nova Southeastern University Certifications/Endorsements: Elementary Education, ESOL, Educational Leadership	3	9	Area 2012 2011 2010 2009 2008 School Grade A A A A A High Standards Rdg. 74 86 87 72 74 High Standards Math 73 89 89 72 70 Lrng Gains-Rdg. 81 76 82 72 70 Lrng Gains- Math 75 77 81 62 70 Gains – R25 84 63 70 63 65 Gains – M25 73 83 84 67 80
		Bachelors of Science Degree – Elementary			

Assis Principal	Carmen Ruiz-Garcia	Education - Florida International University Masters of Science Degree – Early Childhood - Nova Southeastern University Specialist Degree in Educational Leadership - Nova Southeastern University Certifications/Endorsements: Early Childhood Education, Elementary Education, ESOL, Educational Leadership	4	14	Area 2012 2011 2010 2009 2008 School Grade A A A A A High Standards Rdg. 74 86 87 87 87 High Standards Math 73 89 89 93 89 Lrng Gains-Rdg. 81 76 82 77 78 Lrng Gains- Math 75 77 81 85 84 Gains – R25 84 63 70 70 64 Gains – M25 73 83 84 91 84
-----------------	--------------------	--	---	----	---

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	Maria Zabala	B.S. Elementary Education M.S. Educational Technology Certification/Endorsement: Elementary Education, ESOL, Reading (applied for)	8	3	Area 2012 2011 2010 2009 2008 School Grade A A A A A High Standards Rdg. 74 86 87 87 87 High Standards Math 73 89 89 93 89 Lrng Gains-Rdg. 81 76 82 77 78 Lrng Gains- Math 75 77 81 85 84 Gains – R25 84 63 70 70 64 Gains – M25 73 83 84 91 84

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching.	Administration PD Liaison New/Current Teachers	On-Going	
2	2. A yearly orientation meeting is held by the administrators to welcome new teachers/current teachers and have the opportunity to introduce and review school procedures and policies.	Administration	August 2012	

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
No data submitted	

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
46	0.0%(0)	30.4%(14)	39.1%(18)	30.4%(14)	43.5%(20)	78.3%(36)	4.3%(2)	2.2%(1)	67.4%(31)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

As a Title I school, funds are provided to assist with our Enrichment-LAB (Tutorial program). E-LAB is a reading intervention program headed by a part-time teachers and one paraprofessional. Students not meeting AYP, TIER II and III students requiring immediate intensive intervention or students struggling in the areas of reading and writing are given the opportunity to study and learn in small targeted groups. Services are provided to ensure students requiring additional remediation are assisted through before/after and during school day remedial programs. The District coordinates with Title II and III in ensuring staff development needs are provided. The Curriculum (Reading) Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention 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. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as academically disadvantaged, neglected and/or delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Program.

Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs, such as Reading, Gifted, and 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

Bent Tree Elementary School provides services through the District for education materials and ELL District support services to improve the education of immigrants and English Language Learners and to assist the school's LEP students in the areas of reading, mathematics, and science. The extra support is provided during after-school hours for one hour, three times a week.

Title X- Homeless

Bent Tree Elementary School currently does not have any homeless student(s), however if a student(s) were to enroll, the District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school counselor also works with outside agencies to assist the families in need of shelter.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The Counselor at Bent Tree Elementary School works with individual students and classroom students and teachers in order to teach non-violence and bully prevention. The District offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

Nutrition Programs

Bent Tree Elementary has earned a grant from the Healthy Schools Initiative program which promotes a healthy student generation through physical activities and proper nutrition. Its goal is to promote and improve student and staff health.

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

At Bent Tree Elementary School we...

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left

Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

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

Health Connect in Our School (HCiOS)

- HCiOS offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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.

Principal: Facilitates and conducts meetings by providing current data and support documents. Oversees the implementation of the ELAB program. The Principal provides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing, and prevention of student failure through early intervention.

Assistant Principal: The Assistant Principal assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.

General Education Teachers: Provide instructional information, collects student data, delivers Tier I instruction/intervention, and collaborates with ELAB personnel to implement Tier 2/3 interventions. Each department selects a teacher to represent their grade level on the MTSS/Rti.

SPED: Participate in student data collection, integrates instructional activities for all TIER students, and works together with the general education teachers to collaborate activities.

Reading Coach: Provides support in reading, mathematics, and science. Shares current data gathered at meetings and professional developments geared towards student progress, interventions and data driven results.

Technology Support: Manages that all the technology is working properly and assist with data collection.

Media Specialist: Provides support with Media materials and Accelerated Reader (AR) programs.

Student Services: Provides quality services and expertise on intervention with at-risk students. In addition school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

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

The MTSS Leadership Team will focus meetings around one question: How does Bent Tree Elementary School construct and establish a system to excel and exceed in our school, our teachers, and in our students' abilities and expectations.

The team meets once a month to engage in the following activities:

Use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/ moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices, and support for all students. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for all subgroups. Interventions and enrichment opportunities are available to students.

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

The MTSS Leadership Team at Bent Tree Elementary School met with the EESAC and principal to develop the SIP. The team provided information or data regarding student needs, targeting Tier 1- 3 interventions, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The MTSS/RtI team provides data on all students and suggestions for student achievement.

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.

Baseline: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Writing Prompt Pre-Test.

Mid-Year: FAIR

End: FAIR, FCAT, Writing Prompt Post-Test

Interim Assessment data is reviewed in the Fall and Winter.

Review of data occurs weekly by the reading coach and administration and twice a month by staff.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Teachers at Bent Tree Elementary School can also attend Professional Developments to further growth in special/needed areas using the district Professional Development Portal. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. The Reading Coach will also meet with teachers individually to deliver instruction. The MTSS Leadership Team will evaluate additional professional development needs.

Describe the plan to support MTSS.

All classroom teachers that are members of the MTSS team will be provided substitute coverage for all MTSS meetings. There will also be an area designated for meetings that will provide the team all the tools and materials necessary to conduct meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Principal, Miguel A. Balsera and Leadership Team, comprised of the following individuals: Carmen Ruiz, Assistant Principal; Maria Zabala, Reading Coach; Arlen Correa, Counselor; Annie Gallo, Media Specialist; Jo Ramirez, Teacher; Silvia Arango, Community Involvement Specialist; Kristine Christie, Math Coach; Raiza Pou, Science Coach; Melissa Lombana, SPED Teacher; and Yoanka Valdes, ELL Teacher.

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

The LLT will meet with teachers on a monthly basis to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be used to provide evidence of instruction, assessment, and differentiation to address individual student needs.

The Reading Coach will assist teachers by providing mini-lessons and modeling instruction. The Literacy Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings.

Special attention will be given to special needs populations such as homeless, neglected and delinquent students as they arise.

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

The LLT will ensure all interventions are implemented, along with the progress monitoring. Through meetings with the appropriate staff, the LLT will make adjustments to instruction to meet the needs of the students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The Pre-Kindergarten class at Bent Tree Elementary primarily develops in an Autism Spectrum Disorder (ASD) Self-Contained Setting. The main purposes for the transition from Pre-Kindergarten are the following: independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students will develop the concept of sharing things with peers, participating in group games, and taking turns on activities or games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work gross motor skills such as running, jumping, galloping, and marching; as fine motor skills such as lacing cards, stacking, holding writing utensils appropriately or any other visual motor perception activities. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and the concept of print. Modified forms of the VPK objectives are followed.

The Pre- and Post- Assessments tools used to determine readiness are as follows: For developmental skills, the Batel Development Inventory II is used. The PELI is used for phonological awareness and concept of print and the DECA for social and emotional behavior.

Kindergarten students at Bent Tree are evaluated using the FLKRS and the FAIR. Assessments provide a measure of program effectiveness. The classroom teachers and Reading Coach are responsible for all assessments and evaluations. Communication to parents is in the form of CONNECT-ED, memorandums, and face to face contact with parents involved in the ELL classes, parent conferences are scheduled informally and formally by teachers. Interim progress reports of student performance are sent home as needed. Teachers and parents maintain contact via agendas and emails on a regular basis.

*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 2010-2011 FCAT Reading Test indicate that 34% of the students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 1 percentage point to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (93)	35% (97)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.	1a.1. Teachers will use grade level appropriate texts and provide students with opportunities to practice identifying Author's purpose/ perspective, Main Idea, Causal Relationships, Text Structures, and, Topic/ Theme within text across the curriculum. Teachers in K-5th grade will use the pacing guides provided by the district	1a.1. Administration Reading Coach Literacy Leadership Team	1a.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	1a.1 Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment
2	1.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was reporting Category 4 Informational Text/Research Process. Students demonstrate difficulty in their ability to utilize the critical thinking strategies to locate, interpret, and organize information. They also lack the ability to determine the validity and reliability of information within and across texts.	1.1. Use real-world documents such as: how-to articles, brochures, fliers and websites to locate, interpret and organize information.	1.1. Administration Reading Coach	1.1. Ongoing classroom assessments Interim Assessments	1.1. Formative: Mini Assessments Interim Assessments Summative: 2012 FCAT 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
1	1b.1. Limitations in student's communication skills may hinder performance. Lack of basic reading skills cause difficulties for student progress.	1b.1. Teachers will utilize picture walks to assist students in making predictions of a reading selection. Students will have continuous review and practice when learning reading concepts. Teachers will provide students visual choices as presented in the Florida Alternate Assessment (FAA).	1b.1 Administration Reading Coach Literacy Leadership Team	1b.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed.	1b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment (FAA)

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:	Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (104)	40% (106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 Test was Reporting Category 3 Literary Analysis.	2a.1. Students will utilize grade-level appropriate texts that contain identifying and interpreting elements of story structure, use of idiomatic and figurative language, and the purpose of text features. Students will respond to text daily using Reading Response Journals across the curriculum.	2a.1. Literacy Leadership Team Administration Reading Coach	2a.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	2a.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment

	K-5 Teachers will follow the pacing guides.		
--	---	--	--

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:	Reading Goal #2b: According to the 2011-2012 scores, 82% (14) of students scored at or above level 7 in reading. Our goal for the 2012-2013 school year is to increase scores 7-9 student proficiency by 3 percentage point to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (14)	85% (14)

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	2b.1. Limitations in student's communication skills may hinder performance. Lack of basic reading skills cause difficulties for student progress.	2b.1. Vocabulary will be introduced to students with pictures and print. Pictures will be faded for long term comprehension and retention The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	2b.1. Literacy Leadership Team Administration Reading Coach	2b.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed.	2b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment (FAA)

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:	Reading Goal #3a: Our goal for the 2012-2013 school year is to maintain the percentage of students achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%	77%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.	3a.1. Students will use Technology that will provide additional differentiated instruction for intervention and enrichment. Reading Plus	3a.1. Literacy Leadership Team Administration Reading Coach	3a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Reading coach will	3a.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep

1		SuccessMaker Riverdeep FCAT Explorer		review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment
---	--	--	--	--	---

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Reading Goal #3b: Due to FAA being a new section in the School Improvement Plan (SIP) there is no data available to indicate learning gains from 2012 for students making learning gains in reading. Our goal for the 2012-2013 school year is to obtain 75 percent of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	75% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. Effective implementation of a new computer based program (iReady.com) due to system errors, server issues and lack of teacher experience with the new program	3b.1. Students will use technology to provide additional practice for intervention and enrichment. SuccessMaker Riverdeep iReady	3b.1. Literacy Leadership Team Administration Reading Coach	3b.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. Teacher will conduct quarterly Status updates based on IEP goals.	3b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment (FAA)

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:	Reading Goal #4a: Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% percentile by 5 percentage points to 94%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (35)	94% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------

			Monitoring	Strategy	
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.	4a.1. Schedule students to use Success Maker 5 times per week for 15 minutes. Students will attend E-Lab tutorial during the school day for two 60 minute weekly sessions. Targeted ELL students will participate in after-school Title III tutoring, which will take place three times per week for 60 minutes each session.	4a.1. Literacy Leadership Team Administration Reading Coach	4a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Reading coach will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	4a.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Reading Goal #5B: Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: NA Hispanic: 70% Asian: NA American Indian: NA	White: NA Black: NA Hispanic: 73% Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: 4.3% Black: 1% Hispanic: 93.8% Other: 0.9% Asian American Indian English language learning is a barrier for Hispanic students because most parents lack the language skills to provide	5B.1. Parents will receive all information in the home language.	5B.1. The Literacy Leadership Team	5B.1. The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.	5B.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments

students with support at home.			Summative: 2013 FCAT Reading Assessment
--------------------------------	--	--	--

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT Reading Test indicate that 78% of the students in the ELL subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase student proficiency by 2 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(77)	80%(79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. English language learning is a barrier for Hispanic students because they lack the vocabulary needed to understand the text.	5C.1. Teachers in K-5 will focus on developing an understanding of key vocabulary using the following ESOL Strategies: Focus on Key Vocabulary Use Interactive Word Walls Context Clues Vocabulary notebooks Targeted ELL students will participate in after-school Title III tutoring, which will take place three times per week for 60 minutes each session.	5C.1. The Literacy Leadership Team	5C.1. The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.	5C.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2010-2011 FCAT Reading Test indicate that 64% of the students in the SWD subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students in the SWD subgroup by 4 percentage points to 68% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (37)	68%(39)

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
	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.</p> <p>Students with disabilities lack the skills necessary to apply the information read in text to answer comprehension questions.</p>	<p>Students with disabilities will attend E-Lab tutorial during the school day for two 60 minute weekly sessions when additional support is needed.</p>	<p>The Literacy Leadership Team</p>	<p>The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.</p>	<p>Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>
2	<p>5C.1.</p> <p>As noted on the administration of the 2011 FCAT Reading Test, the number of students in the SWD subgroup did not meet AYP. The area of deficiency as noted on the FCAT was Reporting Category 2 Reading Application.</p> <p>The students lack the vocabulary and reading skills necessary to understand text.</p>	<p>5C.1.</p> <p>Use a supplemental vocabulary workbook (Vocabulary Workshop) and technology to enhance student learning.</p> <p>Available Technology: Learning Today Success Maker Reading Plus Ticket to Read</p>	<p>5C.1.</p> <p>RTI Leadership Team</p>	<p>5C.1.</p> <p>Ongoing classroom assessments Interim Assessments</p> <p>RTI leadership team will meet with teachers on a monthly basis</p>	<p>5C.1.</p> <p>Formative: Mini Assessments Interim Assessments</p> <p>Summative: 2012 FCAT Assessment</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Reading Goal #5E: Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 3%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>68%</p>	<p>71%</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>5E.1.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.</p> <p>Parents lack the financial resources to provide their child with academic support at home.</p>	<p>5E.1.</p> <p>Economically disadvantaged students will attend E-Lab tutorial during the school day for two 60 minute weekly sessions when additional support is needed.</p>	<p>5E.1.</p> <p>The Literacy Leadership Team</p>	<p>5E.1.</p> <p>The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.</p>	<p>5E.1.</p> <p>Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>

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 Mentor Text	K-1	Reading Coach	K-1 Reading/LA	Monthly grade Level Meetings	Mini Assessments	Literacy Leadership Team
Common Core Mentor Text	2-3	Reading Coach	2-3 Reading/LA	Monthly Grade Level Meetings	Mini Assessments	Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Coach 3rd – 5th grade	Supplemental Material	School Budget	\$3,000.00
Phonics WB K-2nd Grade	Supplemental Material	School Budget	\$3,000.00
			Subtotal: \$6,000.00
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
Paperback Novel	Common Core Mentor Text	PTA	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	CELLA Goal #1:
CELLA Goal #1:	Our goal for the 2012-2013 school year is to increase student proficiency in Listening/Speaking by 1 percentage points to 44%.

2012 Current Percent of Students Proficient in listening/speaking:

43% (86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The students lack the language skills to understand and speak the English language.	1.1. Teachers in K-5 will use the following ESOL strategies in Appendix XV to develop language learning: Teacher Led Groups Use Illustrations/Diagrams Modeling Role-Play Teachers will be provided with a copy of Appendix XV.	1.1. The Leadership Team ESOL Chair Person	1.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The ESOL teacher will review student progress with teachers on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	1.1. Formative: Mini Assessments Interim Assessments Summative: 2013 CELLA Assessment

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:

CELLA Goal #2:

Our goal for the 2012-2013 school year is to increase student proficiency in Reading by 1 percentage points to 29%.

2012 Current Percent of Students Proficient in reading:

28% (57)

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	2.1. The students lack the Reading comprehension and vocabulary skills needed to understand the text.	2.1. Teachers in K-5 will focus on developing an understanding of key vocabulary using the following ESOL Strategies: Focus on Key Vocabulary Use Interactive Word Walls Context Clues Vocabulary notebooks Students in K-5 will use SuccessMaker custom course for Cella . Level 1 and 2 students will	2.1. The Leadership Team ESOL Chair Person	2.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The ESOL teacher will review student progress with teachers on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	2.1. Formative: Mini Assessments Interim Assessments Summative: 2013 CELLA Assessment

	use it five times per week and Level 3 and 4 will use it three times per week.		
--	--	--	--

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 student proficiency in Writing by 1 percentage points to 34%.
--	---

2012 Current Percent of Students Proficient in writing:

33% (67)

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 students lack the language skills to be able to produce written text that is fluent, focused and organized.	3.1. Teachers in K-5 will teach writing using mentor text and the following ESOL strategies: Process Writing Summarizing Writing Samples Illustrating and Labeling	3.1. The Leadership Team ESOL Chair Person	3.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The ESOL teacher will review student progress with teachers on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	3.1. Formative: Mini Assessments Interim Assessments Summative: 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in K-5 will use ESOL strategies and mentor text to teach writing.	Mentor Text	School Budget	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of 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:	Mathematics Goal #1a: Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (78)	32% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the results of the 2012 Math FCAT 2.0 the area of greatest difficulty for Grade 3 students was Reporting Category 1 (Number Operations, Problems and Statistics) and Grade 4-5 was reporting Category 3 (Geometry and Measurement).	1a.1. Differentiated instruction through technology will reinforce and enrich student math skills. Technology: SuccessMaker Riverdeep Think Central Gizmos FCAT Explorer Tier I and Tier II Students will use SuccessMaker daily for 15 minutes. Teachers will conduct vertical planning to reinforce attributes of shapes, size, and position, dimensional geometric shapes, and transitive properties in the primary grades to prepare and support application of 2 and 3 dimensional shapes in the intermediate grades.	1a.1. MTSS Leadership Team	1a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	1a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Interim Assessments Summative: 2013 FCAT Math Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Mathematics Goal #1b: FAA results for the 2011-2012 school year reflect 24% (4) of the students scored at levels 4-6 in mathematics. Our goal for the 2012-2013 school year is to increase levels 4, 5 and 6 students by 5 percentage points to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (4)	29% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Limited or lack of communication skills.	1b.1. Students will respond to questions or tasks by eye gazing, vocalizations, pointing and using assistive technology.	1b.1. Administration MTSS Leadership Team	1b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.	1b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment (FAA)

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:	Mathematics Goal #2a: Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (105)	41% (108)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. According to the results of the 2012 Math FCAT 2.0 the area of greatest difficulty for Grade 3 students was Reporting Category 1 (Number Operations, Problems and Statistics) and Grade 4-5 was reporting Category 3 (Geometry and Measurement).	2a.1. Teachers will provide students with opportunities to engage in mathematical problem solving activities through the use of cooperative students learning teams. Select rich, real world problems, aligned to geometric concepts.	2a.1. Leadership Team	2a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	2a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Interim Assessments Summative: 2013 FCAT Math Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	Mathematics Goal #2b: The 2011-2012 administration of the FAA Indicates 71% of students scored at or above level 7 in
--	--

mathematics. Mathematics Goal #2b:	math. Our goal for the 2012-20013 school year is to increase students scoring level 7 and above by 3 percentage points to 74%
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (12)	74% (13)

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	2b.1. Limited or lack of communication skills.	2b.1. Teachers will use guided discussion to engage students in real life math problems by allowing them to respond to questions or tasks by eye gazing, vocalizations, pointing and using assistive technology.	2b.1. Administration MTSS Leadership Team	2b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.	2b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)

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:	Mathematics Goal #3a: Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (123)	82% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. According to the results of the 2012 Math FCAT 2.0 the area of greatest difficulty for Grade 3 students was Reporting Category 1 (Number Operations, Problems and Statistics) and Grade 4-5 was reporting Category 3 (Geometry and Measurement).	3a.1. Implementation of departmentalization will occur in grades 1-5. Teacher strengths in core curriculum areas will enhance student learning.	3a.1. Leadership Team	3a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make	3a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Interim Assessments Summative: 2013 FCAT Math Assessment

			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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Mathematics Goal #3b: Due to FAA being a new section in the School Improvement Plan (SIP) there is no data available to indicate learning gains from 2012 for math. Our goal for the 2012-2013 school year is to have 75% of students obtain learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	75%

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	3b.1. Student difficulty in following multiple step directions.	3b.1. Students will use technology to provide additional practice for intervention and enrichment. SuccessMaker Riverdeep iReady	3b.1. Administration MTSS Leadership Team	3b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.	3b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)

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:	Mathematics Goal #4a: Our goal for the 2012-2013 school year is to maintain student-learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (30)	82% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4a.1. On the 2012 FCAT Math FCAT it was noted that students in grades 3-5 decreased 5 percentage points.	4a.1. Identify lowest performing students in grades 3-5 based on instructional needs. All students that scored a Level 1 and 2 on the	4a.1 Leadership Team	4a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed.	4a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep

1	<p>2012 FCAT will have the opportunity to participate in free tutoring services through SES.</p> <p>In addition, teachers will incorporate technology intervention through the use of Success Maker.</p>	<p>The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>Interim Assessments</p> <p>Summative: 2013 FCAT Math Assessment</p>
---	--	--	--

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	<p>The results of the 2010-2011 Mathematics FCAT assessment indicate that 79% of ELL students achieved learning gains.</p> <p>Our goal for the 2011-2012 school year is to increase ELL student-learning gains by 2 percentage points to 81%.</p>
Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (78)	81% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the 2011 administration of the FCAT Mathematics test, ELL students did not meet AYP.</p> <p>The area of deficiency as noted on the 2011 administration of the FCAT Mathematics test was Reporting Category 3, Geometry and Measurement.</p> <p>This is due to lack of understanding due to limited language acquisition.</p>	<p>The teacher will incorporate the use of math word walls, as well as increase use of technology through the use of Think Central and Success Maker.</p>	Rtl Leadership Team	<p>Review formative bi-weekly assessment data to ensure progress is being made and adjust intervention as needed.</p>	<p>Formative results from bi-weekly assessments and district interim assessment reports.</p> <p>Summative results from the 2012 FCAT assessment.</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>The results of the 2010-2011 Mathematics FCAT assessment indicate that 74% of students with disabilities (SWD) achieved learning gains.</p> <p>Our goal for the 2011-2012 school year is to increase SWD learning gains by 3 percentage points to 77%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>74% (43)</p>	<p>77% (45)</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>As noted on the 2011 administration of the FCAT Mathematics test, SWD students did not meet AYP.</p> <p>The area of deficiency as noted on the 2011 administration of the FCAT Mathematics test was Reporting Category 2, Number Fractions.</p> <p>This is due to the lack of acquisition of math skills associated with learning difficulties.</p>	<p>The teacher will increase the use of hands-on activities through the use of technology programs such as Think Central, Success Maker, and Learning Today.</p>	Rtl Leadership Team	<p>Review formative bi-weekly assessment data to ensure progress is being made and adjust intervention as needed.</p>	<p>Formative results from bi-weekly assessments and district interim assessment reports.</p> <p>Summative results from the 2012 FCAT assessment.</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	
---	--

Mathematics Goal #5E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	Ms. Christie	K-5	Monthly Meetings	Observations	Administrations

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go MATH Assessment Books	Assessments	EESAC	\$1,000.00
FCAT MATH Coach Books	Supplementary Materials	School Budget	\$3,000.00
			Subtotal: \$4,000.00
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: \$4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Science Goal #1a: According to the Science FCAT administration 2011-2012; our goal for the 2012-2013 school year is to increase FCAT level 3 student proficiency by 2 percentage point to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (32)	46% (33)

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 Science FCAT 2.0 the area of greatest difficulty for students was physical science.</p> <p>- This deficiency may be due to lack of scientific explorations through meaningful inquiry based instruction and hands on activities in the classroom in previous school years</p>	<p>- Teachers from K-5 will be assigned to professional development workshops dealing with physical science and the advantages of hands on activities to enhance student achievement.</p> <p>- Differentiated instruction through technology will reinforce and enrich students' science skills, as well. Through the use of district approved programs such as:</p> <ul style="list-style-type: none"> • Gizmos • FCAT Explorer • Discovery Education <p>- The school administration and team leaders will plan science field trips in and out of school premises for students grades K-5th, to enhance learning.</p> <p>- Teachers will conduct experiments and science demonstrations to enhance the learning through hands on activities or on interactive program using technology.</p>	<p>1a.1.</p> <p>- Leadership Team and administration.</p>	<p>1a.1.</p> <p>- Teachers will conduct monthly grade level meetings to obtain feedback.</p> <p>- Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>1a.1.</p> <p>- Formative assessments:</p> <ul style="list-style-type: none"> • Bi-weekly • Summative assessments • Baseline Assessments • Interim Assessments <p>2013 FCAT</p>

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

1b. Florida Alternate Assessment:	
-----------------------------------	--

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1b.1.</p> <p>Limited attention span of the students.</p> <p>Student difficulty in following multiple step directions.</p> <p>Behavior issues that will influence daily outcome of student's progress.</p> <p>Limited or lack of communication skills.</p>	<p>1b.1.</p> <p>Teachers will provide hands on instruction so that students are able to manipulate and explore actions and outcomes.</p>	<p>1b.1.</p> <p>Administration</p>	<p>1b.1.</p> <p>- Teachers will conduct monthly grade level meetings to obtain feedback.</p> <p>- Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>1b.1.</p> <p>Formative: Unique Learning Checkpoints</p> <p>Summative: 2013 Florida Alternate Assessment (FAA)</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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	According to the Science FCAT administration 2010-2011 , 19% of the students scored above proficiency at levels 4 and 5. The projected performance for the next 2011-2012 Science FCAT administration is for 21% of students to achieve above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (23)	25% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>2a.1.</p> <p>- This deficiency may be due to lack of scientific explorations through meaningful inquiry based instruction and hands on activity to enrich lessons on physical science.</p>	<p>2a.1.</p> <p>- Incorporate project learning based, following the Pacing Guides, in which students can conduct scientific explorations and research for enrichment purposes.</p> <p>- Teachers will provide students in all grades from k-5 with opportunities to engage in meaningful hands on activities through the use of cooperative students</p>	<p>2a.1.</p> <p>- Leadership Team and administration</p>	<p>2a.1.</p> <p>- Teachers will conduct monthly grade level meetings to obtain feedback.</p> <p>- Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>2a.1.</p> <p>- Formative assessments: • Bi-weekly • Summative assessments: Baseline Assessments • Interim Assessments 2013 FCAT</p>

1	<p>learning teams and participation in science geared field trips.</p> <ul style="list-style-type: none"> - Teachers from K-5 will be assigned to professional development workshops dealing with physical science and the advantages of hands on activities to enhance student achievement. - Differentiated instruction through technology will reinforce and enrich students' science skills, as well. Through the use of district approved programs such as: <ul style="list-style-type: none"> • Gizmos • FCAT Explorer • Discovery Education 			
---	--	--	--	--

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2b.1.</p> <p>Limited attention span of the students.</p> <p>Student difficulty in following multiple step directions.</p> <p>Behavior issues that will influence daily outcome of student's progress.</p> <p>Limited or lack of communication skills.</p>	<p>2b.1.</p> <p>Teachers will provide students with text and pictures for exploration and identification of key scientific concepts.</p>	<p>2.1.</p> <p>Administration</p>	<p>2b.1.</p> <p>- Teachers will conduct monthly grade level meetings to obtain feedback.</p> <p>- Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>2b.1.</p> <p>Formative: Unique Learning Checkpoints</p> <p>Summative: 2013 Florida Alternate Assessment (FAA)</p>

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Liason Meeting	5th	District	Science Liason	Monthly Meetings	Science Liason will share information with staff at monthly faculty meetings	Administration
Science Workshop	K-2	District	K-2 Teachers	November 2012	Share with Faculty	Administration
P-Cell	5th	District	5th Grade Teachers	January 2012	Teacher Observation	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Science Coach	Supplementary Material	School Budget	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing Goal #1a: The results of the 2011-2012 Writing FCAT Test indicate that 89% of students achieved Level 3 or higher proficiency. Our goal for the 2012-2013 is to increase level 3 or higher student proficiency in writing by 1percentage point to 90%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (86)	90% (87)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. During the 2012 FCAT Writing test fourth graders demonstrated difficulty in narrative writing.	1a.1 Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice. All students K-5 will use a writer's workshop notebook. All students in K-5 will publish one written work per month that will be added to the students writing portfolio.	1a.1. Literacy Leadership Team	1a.1. Following the FCIM model, on a monthly basis the teachers and Reading coach will review student writer's notebook and student published work. Rubrics will be used to evaluate student writing samples.	1a.1. Formative: Monthly Published Written Work Baseline Pre-Post Test Summative: 2013 FCAT Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Limited communication skills. Difficulty with writing.	1b.1. Students will use picture cards to create sentences and paragraphs on topic. Students will develop creative writing through journaling, letter writing, and/or applications and resumes.	1b.1. Literacy Leadership Team	1b.1. Following the FCIM model, on a monthly basis the teachers and Reading coach will review student writer's notebook and student published work. Rubrics will be used to evaluate student writing samples. Teacher will conduct quarterly Status updates based on IEP goals.	1b.1. Formative: Unique Learning Checkpoints Monthly published written work Summative: 2013 Florida Alternate Assessment (FAA).

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	K-5	Ms. Lombana	All Teachers K-5	The first Wednesday of every month.	Teacher reflections and observations	The Literacy Leadership Team
Best Practices in Writing	K-5	Ms. Zabala	All Teachers K-5	Grade Level Meetings. Ongoing throughout the school year	Teacher reflections and observations	The Literacy Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice. All students K-5 will use a writer's workshop notebook. All students in K-5 will publish one written work per month that will be added to the students writing portfolio.	Portfolio Folders	School Budget	\$200.00
Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice. All students K-5 will use a writer's workshop notebook. All students in K-5 will publish one written work per month that will be added to the students writing portfolio.	Netor Texts	School Budget	\$200.00
			Subtotal: \$400.00
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: \$400.00

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance to 96.1% by minimizing absences due to illnesses and decrease the number of students with excessive absences (10 or more) by 0.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.04% (528)	96.54% (531)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
150	143
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
85	81

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Increased excessive absences due to student illnesses. 1.2. Students tardiness is caused by a lack of parental awareness of the school attendance policy and arrival time	1.1. Identify families for intervention services. Refer to Health Connect Clinic at school site to ensure intervention, teach healthy choices and prevention strategies. Increase parental awareness regarding school attendance policy.	1.1. Administration	1.1. Monthly updates to Administration by the Attendance Review Committee (ARC) and to social worker. Monthly update from Health Connect Clinic	1.1. Social Worker logs Attendance Roster CIS Communication Log

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 100%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Educating all new students on the District's Code of Student Conduct.	1.1. Provide opportunities with counselor to review Student Code of Conduct and provide incentives for positive behavior	1.1. Administration	1.1. Monitor COGNOS report on student outdoor suspension and in-school suspension rate.	1.1. Counselor's log of classroom presentations Conduct along with the 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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement				
Parent Involvement Goal #1:		Title 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:		
Title I - See PIP		Title I - See PIP		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. This deficiency may be due to lack of scientific explorations through meaningful inquiry based instruction and hands on activity.	1.1. Establish a Science Fair event that will include students in all grade levels K-5.	1.1. Science Liaison Administration	1.1. The Leadership team will judge the Science Fair projects and review baseline post-test data at the end of the school year.	1.1. Science Fair Projects Science Post-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
No Data Submitted						

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Coach 3rd – 5th grade	Supplemental Material	School Budget	\$3,000.00
Reading	Phonics WB K-2nd Grade	Supplemental Material	School Budget	\$3,000.00
CELLA	Teachers in K-5 will use ESOL strategies and mentor text to teach writing.	Mentor Text	School Budget	\$300.00
Mathematics	Go MATH Assessment Books	Assessments	EESAC	\$1,000.00
Mathematics	FCAT MATH Coach Books	Supplementary Materials	School Budget	\$3,000.00
Science	FCAT Science Coach	Supplementary Material	School Budget	\$1,000.00
Writing	Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice. All students K-5 will use a writer's workshop notebook. All students in K-5 will publish one written work per month that will be added to the students writing portfolio.	Portfolio Folders	School Budget	\$200.00
Writing	Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice. All students K-5 will use a writer's workshop notebook. All students in K-5 will publish one written work per month that will be added to the students writing portfolio.	Netor Texts	School Budget	\$200.00
				Subtotal: \$11,700.00
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
Reading	Paperback Novel	Common Core Mentor Text	PTA	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$12,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Funds will be used to purchase supplementary materials such as mentor texts, and Go Math assessment workbooks.	\$3,000.00

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

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 BENT TREE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	89%	75%	68%	318	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	76%	77%			153	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?	63% (YES)	83% (YES)			146	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					617	
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 BENT TREE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	89%	92%	69%	337	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	82%	81%			163	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?	70% (YES)	84% (YES)			154	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					654	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested