

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PHYLLIS R. MILLER ELEMENTARY SCHOOL

District Name: Dade

Principal: Carmen A. Boyd

SAC Chair: Eliana Elhefnawy

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Carmen A. Boyd	BA-Elementary Education, Early Childhood Education grades 1- 6, University of Miami; Masters-Varying Exceptionalities, St. Thomas University; Mentally Handicap K-12, Educational Leadership-State of Florida; English for Speakers of Other Languages (ESOL) Endorsement – State of Florida	3	12	'12 '11 '10 '09 '08 School Grades A B C B C High Standards Rding 71 58 53 62 High Standards Math 73 59 57 60 Lrng Gains: Rding 71 59 63 57 Lrng Gains: Math 69 60 63 67 Lowest-R-25: 67 48 74 56 Lowest-M-25: 67 66 69 65
		Bachelor's			

Assis Principal	Ericka H. Caldwell	Degree in Theatre from Florida State University Master's Degree in T.E.S.O.L from Nova Southeastern University ESOL Endorsed	2	6	'12 '11 '10 '09 '08' School Grades A C A A A High Standards Rding 71 52 71 76 71 High Standards Math 73 68 73 72 73 Lrng Gains: Rding 71 57 71 80 67 Lowest-R-25: 67 77 66 74 60 6 Lowest-M-25: 67 77 67 77 86
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Patricia Penafiel	BA-Elementary Education, Florida International University; Masters-Elementary Education, Nova Southeastern University; Elementary Education-grades 1-6; English for Speakers of Other Languages (ESOL) Endorsement-State of Florida; Reading Endorsement-State of Florida	19	5.5	'12 '11 '10 '09 '08 School Grades A B A A A AYP N N N Y High Standards Rding 71 71 76 71 Lrng Gains: Rding 71 71 80 67 Lowest-R-25: 74 66 74 60

## 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. Teacher interview with the clear and focused mission that learning of All is the underlying belief.	Principal	August 20,2012	
2	2. Teacher orientation prior to the first day of the instruction with the administrative team to review district and school site policies and procedures relevant to employment, teaching assignment, curriculum, and the evaluation process.	Principal and Assistant Principal	August 20, 2012	
3	3. Regular meetings of new teachers with Principal and instructional coaches	Principal	August 20,2012 –June 7, 2012; Once a monthg	
4	4. Assignment of a Mentor Teacher who meets daily and/or weekly, as needed, to provide support and training in instructional methodology and best practices.	Assistant Principal	August 20, 2013 – June 7, 2013; Once a week	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4 not highly effective	These teachers are currently taking courses for ELL endorsement. In addition these teachers are receiving support from the Reading Coach as well as the ELL department chairperson.

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	4.4%(2)	37.8%(17)	28.9%(13)	31.1%(14)	37.8%(17)	91.1%(41)	6.7%(3)	0.0%(0)	68.9%(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
Terehas Shillingford	LaVonda Hankerson	Team Leader with SPED background	Weekly planning meetings

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

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

Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

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

#### Title II

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

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

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

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

## Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

## Nutrition Programs

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

## Housing Programs

N/A

## Head Start

Joint activities, including professional development and transition processes are shared with the Head Start Teacher and Assistant in order to meet the needs of the students in the Head Start Program.

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
  - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
  - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
  - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
  - HCiOS enhances the health education activities provided by the schools and by the health department.
- 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.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns 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 well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

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

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

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

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving

## MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

### Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Carmen A. Boyd, Principal  
Ericka H. Caldwell, Assistant Principal  
Patricia Penafiel, Reading Coach  
Lesia Parke-Wenzes, Media Specialist  
Beatrice Coldros, Guidance Counselor

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

Carmen A. Boyd, Principal  
Ericka H. Caldwell, Assistant Principal  
Patricia Penafiel, Reading Coach  
Lesia Parks-Wenze, Media Specialist

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

The principal selects team members for the LLT based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in collaborating with faculty and staff to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.

The principal and assistant principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The principal will provide necessary resources to the LLT.

The coaches will share their expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Communicating with parents through the Parent Newsletter, Connect-Ed, and Parent workshops.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/11/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

Phyllis Ruth Miller Elementary provides a Voluntary Pre-Kindergarten (VPK) program. The Early Screen Inventory for Kindergarten readiness (ESI-K) is administered to Pre-K students as a pre and post Assessment. The low performing students are targeted early for further assessment and early intervention. Once areas in need improvement are identified, certified teachers will work with these students utilizing intervention strategies for identified deficiencies. The staff provides parents with packets of suggested activities and offers training workshops for parents to effectively assist with their child's academic development at home.

The school uses the kindergarten academic standards to determine the range of learning experiences VPK, Pre-K, and K children will need as preparation for the next level. Pre-K students' skills are assessed three times a year. Results are shared with parents and kindergarten teachers who inherit the students the following year. With the rigorous standards, the goal is that by the time children leave kindergarten, they are writing and reading.



A high mobility rate, large population of students whose primary language is not English, and a large cohort of students from low-income families necessitate continuous focus on high expectations. Phyllis Ruth Miller Elementary School to keep the focus on high expectations. Teachers participate in monthly Professional Learning Community meetings that focus on NAESP Executive Director Vincent L. Fernandina's Leading Early Childhood Learning Communities. Through collaboration, networking, and conversations, teachers work to ascertain what children need, and work with parents until they become active partners in engaging the academic readiness of their child/(ren).

The District offers adult education and ESOL classes at Phyllis Ruth Miller Elementary School for elementary school parents. The school supplements these programs and educates parents further on state standards and higher expectations for student performance. Parents will learn about data through participation in workshops that will help their children to be successful and give parents tips about how they can help their child/children be successful. All parent communications will be sent home Tuesday, the day designated to send all parent information. At the beginning of each year, the school identifies the lowest scoring 25 percent of students based on the District baseline assessment and schedule monthly meetings with parents to outline intervention plans and progress goals.

We believe that participation in the Pre-K program serves as a stronghold for success in kindergarten. The rigor and relevance of the Pre-K program is an essential part of assisting preschool children in transitioning from early childhood programs to the elementary program.

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 22% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (64)	23% (68)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 3rd grade was Reporting Category – 2 Reading Application.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 4th grade was Reporting Category – 3 Literary Analysis/Fiction/Nonfiction.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 5th grade was Reporting Category – 3 Informational Text/Research Process.</p>	<p>Third grade students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Fourth grade students will be taught to identify and interpret elements of story structure within and across texts.</p> <p>Fifth grade students will utilize how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information.</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RtI team will review the data bi-weekly and make recommendations based on assessment.	Formative results from MDCPS Interim Reading Assessment and school-site mini-assessments Summative results from 2013 FCAT 2.0 Reading Assessment

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 32% of students achieved Levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to maintain Levels 4 and 5 student proficiency at 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (94)	32% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 3rd grade was Reporting Category – 2 Reading Application.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 4th grade was Reporting Category – 3 Literary Analysis/Fiction/Nonfiction.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 5th grade was Reporting Category – 3 Informational Text/Research Process.</p>	<p>Third grade students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Fourth grade students will be taught to identify and interpret elements of story structure within and across texts.</p> <p>Fifth grade students will utilize how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review the data bi-weekly and make recommendations based on assessment.	Formative results from MDCPS Interim Reading Assessment and school-site mini-assessments Summative results from 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 72% made learning gains.  Our goal for the 2012-2013 school year is to increase learning gains student by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (143)	77% (153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 3rd grade was Reporting Category – 2 Reading Application.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 4th grade was Reporting Category – 3 Literary Analysis/Fiction/Nonfiction.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 5th grade was Reporting Category – 3 Informational Text/Research Process.</p>	<p>Third grade students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Fourth grade students will be taught to identify and interpret elements of story structure within and across texts.</p> <p>Fifth grade students will utilize how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information.</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Formative results from MDCPS Interim Reading Assessment and school-site mini-assessments Summative results from 2013 FCAT 2.0 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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 79% of students achieved learning gains.  Our goal for the 2012-2013 school year is to increase learning gains proficiency by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (41)	84% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 3rd grade was Reporting Category – 2 Reading Application.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 4th grade was Reporting Category – 3 Literary Analysis/Fiction/Nonfiction.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 5th grade was Reporting Category – 3 Informational Text/Research Process.</p>	<p>Third grade students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Fourth grade students will be taught to identify and interpret elements of story structure within and across texts.</p> <p>Fifth grade students will utilize how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information.</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Formative results from MDCPS Interim Reading Assessment and school-site mini-assessments Summative results from 2013 FCAT 2.0 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	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
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by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 60% of Hispanic students did not make satisfactory progress.  Our goal for the 2012-2013 school year is to increase the number of Hispanic students making satisfactory progress by 4 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 60% (39)	Hispanic: 64% (42)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category – 2 Reading Application.	Students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Formative results from MDCPS Interim Reading Assessment and school-site mini-assessments Summative results from 2013 FCAT 2.0 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

**Problem-Solving Process to Increase Student Achievement**

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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
Differentiated Instruction	K-5	Reading Coach	K-5	September 14, 2012	Mini-Assessment	MTSS/RtI
Vocabulary Instruction	K-5	Reading Coach	K-5	September 21, 2012	Mini-Assessment	MTSS/RtI
Technology: SuccessMaker, AR, FCAT	K-5	Media Specialist	K-5	August 23, 2012-June 3, 2013 Monthly	Usage Reports	MTSS/RtI

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Reports	Paper, Ink, Toner	EESAC	\$250.00
			Subtotal: \$250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Develop a schedule to ensure implementation of SuccessMaker daily for 15 minutes, FCAT Explorer and AR Daily	SuccessMaker, FCAT Explorer, AR	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop a schedule to ensure implementation of SuccessMaker daily for 15 minutes, FCAT Explorer, SuccessMaker and AR Daily	Professional Development for SuccessMaker and FCAT Explorer	Title 1	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,250.00

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.		The results of the 2012 CELLA Listening/Speaking Test indicate that 49% of students were proficient.			
CELLA Goal # 1:		Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points from 49% to 54%			
2012 Current Percent of Students Proficient in listening/speaking:					
49% (82)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area which shows minimal growth and	Emphasis multiple exposures and	Principal and Reading Coach	Following the FCIM model, the reading	Formative: Mini Assessments,



1	requires students to maintain or improve performances as noted on the 2012 CELLA: Listening /Speaking, students need additional support in understanding the semantics and mechanics of the English language.	<p>meaningful language practice and teacher-led groups.</p> <p>Students will develop listening through Language Experience Approach to help produce language in response to first-hand, multi-sensorial experiences.</p> <p>Students will develop speaking through brainstorming to value prior knowledge and prior experience by allowing students to associate concepts with selected topic.</p>		coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	FAIR Summative: 2013 CELLA
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	<p>The results of the 2012 CELLA Reading Test indicate that 34% (56) of students were proficient.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points from 34% to 39%.</p>
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2012 Current Percent of Students Proficient in reading:

34% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which shows minimal growth and requires students to maintain or improve performances as noted on the 2012 CELLA: Reading Comprehension, students need additional support in Reading for understanding.	2.1. Activate and build prior knowledge through the use of graphic organizers (anticipation charts and KWL charts). Students will also participate in picture walks and prediction.	Principal and Reading Coach	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Formative: Mini Assessments, FAIR Summative: 2013 CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	<p>The results of the 2012 CELLA Writing Test indicate that 26% of students were proficient.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points from 26% to 31%.</p>
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2012 Current Percent of Students Proficient in writing:

26% (42)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which shows minimal growth and requires students to maintain or improve performances as noted on the 2012 CELLA: Writing, students need additional support in utilizing descriptive writing and proper mechanics.	Emphasize the use of journal writing to increase grammar skills	Principal and Reading Coach	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Formative: Mini Assessments, FAIR Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Reports	Paper, Ink, Toner	EESAC	\$250.00
			Subtotal: \$250.00
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: \$250.00

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT Math Test indicate that 25% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (75)	30% (89)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT Math Test indicate that 28% of students achieved Levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (82)	30% (89)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment</p>

	<p>classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2012 FCAT Math Test indicate that 68% of students achieved learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 73%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (135)	73% (145)

Problem-Solving Process to Increase Student Achievement

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

1	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p>	<p>MTSS/RtI, Leadership Team</p>	<p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.</p>	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment</p>
	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p>	<p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p>			
	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>			

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT Math Test indicate that 84% of students learning gains.  Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (50)	89% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics 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	<p>Elementary School Mathematics Goal #</p> <p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p>
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by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 55% of Hispanic students did not make satisfactory progress.  Our goal for the 2012-2013 school year is to increase the number of Hispanic students making satisfactory progress by 20 percentage points to 75%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 55% (36)	Hispanic: 75% (49)

**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>Hispanic: According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment</p>



and parentheses.

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>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>The results of the 2012 FCAT Math Test indicate that 40% of ELL students did not make satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to increase the number of ELL students making satisfactory progress by 11 percentage points to 51%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>40% (24)</p>	<p>51% (31)</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>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>	<p>MTSS/RTI, Leadership Team</p>	<p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.</p>	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2012 FCAT Math Test indicate that 26% of SWD students did not make satisfactory progress.  Our goal for the 2012-2013 school year is to increase the number of SWD students making satisfactory progress by 10 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (9)	536(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	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>	MTSS/RTI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment</p>

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The results of the 2012 FCAT Math Test indicate that 51% of ED students did not make satisfactory progress.  Our goal for the 2012-2013 school year is to increase the number of ED students making satisfactory progress by 7 percentage points to 58%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (135)	58% (154)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 3rd grade was Reporting Category Numbers and Operations.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 4th grade was Reporting Category Geometry and Measurement.</p> <p>According to the results of the 2012 FCAT 2.0 assessment, the area of greatest difficulty for 5th grade was Reporting Category Expressions, Equations, and Statistics.</p>	<p>Provide 3rd grade students with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Provide 4th students with grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Provide 5th grade students strategies that use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p>	MTSS/RtI, Leadership Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	<p>Formative results from MDCPS Interim Mathematics Assessment and school-site mini-assessments</p> <p>Summative results from 2013 FCAT 2.0 Mathematics 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
Next Generation Standards	K-5 Mathematics	Mathematics Liaison	K-5 Teachers	August 22, 2012 – June 3, 2013 Once a month on Wednesdays at 2:15	Grade level planning sessions/Classroom walkthroughs	MTSS/RtI, Leadership Team

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT Science Test indicate that 26% of students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 30%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (22)		30% (26)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of most difficulty was Reporting	Students in grade 5 will be given activities	5th Grade Chairperson,	Following the FCIM model, the reading	Formative: School based

1	Category 1: Physical Science.	to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	MTSS/RtI, Leadership Team	coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	assessment and District Baseline and Interim assessments  Summative: 2013 FCAT 2.0 Science assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 13% of students achieved Levels 4 and 5.  Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (11)	15% (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
The area of most difficulty was Reporting Category 1: Physical Science.	Students in grade 5 will be given activities for students to design and develop science and engineering projects to increase scientific thinking, and	5th Grade Chairperson, Administration	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI,	Formative: School based assessment and District Baseline and Interim assessments

1	the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Summative: 2013 FCAT 2.0 FCAT 2.0 Science assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC: Science	5	5th grade chairperson	5th grade teachers	August 22, 2012 – June 3, 2013; monthly	Grade level planning sessions/classroom walkthroughs	Administrator

Science Budget:

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

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

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 86% of students achieved proficiency.  Our goal for the 2012-2013 school year is to increase writing proficiency by 1 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (89)	87% (91)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	During the 2012 FCAT Writing Test, fourth graders demonstrated difficulty in narrative and expository writing.	During writing instruction in the primary and intermediate grades, students will use organizational strategies to make a plan for formatting great beginnings, using supporting details, or providing facts and/or opinions through concrete examples, comparisons, real life examples, anecdotes, and amazing facts to increase strategies in elaboration. This will ensure that the students are exposed to FCAT Writing expectations in all grades. Students will also participate in monthly writing challenges addressing narrative and expository prompts.	Administrators and the reading coach will help classroom teachers analyze student's work.	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI, Leadership Team will review the data bi-weekly and make recommendations based on assessment.	Formative: Bi-weekly writing samples  Summative: 2013 FCAT 2.0 Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  
 Writing Goal #1b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

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



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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	Our goal for this year is to maintain attendance at 97.07% by minimizing absences due to illness and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
97.07% (685)	97.07% (685)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
127	121				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
153	145				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2011-2012 MDCPS attendance reports excused absences have decreased slightly from the previous year due to region approved transfers of students not living in school boundaries and placing the responsibility of transporting their children to school.	Careful and frequent review of students with attendance issue by the Attendance Review Committee	Administrators	Administrators will monitor school's attendance, specifically students with region transfers and ascertain health education and health prevention strategies to ensure the implementation throughout the school.	Attendance rosters MDCPS COGNOS reporting system

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 2011-2012 year is to decrease the total number of suspensions by 1 student.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
15	14				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
11	10				
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	There are not enough opportunities to recognize students for positive behavior.	Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary – SPOT Success Recognition program and implement Positive Behavior Initiative.	Administrative Team Counselor	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation Log for students who are recognized for complying with the Student Code of 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
Conduct	Incentives for student behavior	EESAC	\$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 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:		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:		
See PIP		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
			<b>Grand Total: \$0.00</b>

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		Our goal for the 2012-2013 school year is continue to add grade levels to our gifted program.			
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	Students require additional awareness and exposure to science and math related careers.	Implement problem solving/inquiry based learning for all gifted classes.  Students will participate in the school wide science fair. Participates will earn awards/incentives during the 2012-2013 school year.	Administration	Through the FCIM, TEAM classes will be evaluated monthly by using District or school site assessments. Adjustments will be made to the math and science instructional focus as needed.	Formative: Monthly writing assessments/ Baseline Assessment/ Mid Year Writing Assessment/Post Writing Assessment  Summative: Results from 2013 FCAT Writing Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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	SuccessMaker Reports	Paper, Ink, Toner	EESAC	\$250.00
CELLA	SuccessMaker Reports	Paper, Ink, Toner	EESAC	\$250.00
Suspension	Conduct	Incentives for student behavior	EESAC	\$1,000.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Develop a schedule to ensure implementation of SuccessMaker daily for 15 minutes, FCAT Explorer and AR Daily	SuccessMaker, FCAT Explorer, AR	Title 1	\$2,500.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Develop a schedule to ensure implementation of SuccessMaker daily for 15 minutes, FCAT Explorer, SuccessMaker and AR Daily	Professional Development for SuccessMaker and FCAT Explorer	Title 1	\$500.00
				Subtotal: \$500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,500.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## 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.

No. Disagree with the above statement.

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



Projected use of SAC Funds	Amount
The SAC Funds will be used to increase student achievement through the following programs: Get Behavior Incentives Attendance Incentives Schoolwide Science Fair Awards/Incentives	\$3,500.00

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

The Phyllis Ruth Miller Elementary School Advisory Council will conduct monthly meetings to address the needs of the students, monitor and review the implementation of the School Improvement Plan, and make adjustments as indicated by school site data.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District PHYLLIS R. MILLER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	74%	67%	61%	270	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	64%	65%			129	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?	56% (YES)	59% (YES)			115	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					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District PHYLLIS R. MILLER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	73%	85%	59%	288	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	69%			140	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?	66% (YES)	67% (YES)			133	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					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested