

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CITRUS GROVE ELEMENTARY SCHOOL

District Name: Dade

Principal: Sharon M. Johnson

SAC Chair: Ana Gil

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/14/2012

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

Dr. Mike Grego, Chancellor  
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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	Sharon M. Johnson	Bachelor of Arts, Master of Education/Varying Exceptionalities, Educational Leadership	3	10	'12 '11 '10 '09 '08 AMO Rdg. 39 AMO Math 45 School Grade C C C C C High Standards Rdg. 39 53 50 53 50 High Standards Math 41 59 63 62 63 Lrng Gains-Rdg. 66 62 59 60 63 Lrng Gains-Math 55 51 63 60 73 Gains-Rdg-25% 70 59 54 49 60 Gains-Math-25% 56 61 81 61 79
Assis Principal	Mayra DeLEON	Bachelor of Science, Master of Science/Elementary Education, Educational Leadership	1	10	'12 '11 '10 '09 '08 AMO Rdg. 81 AMO Math 75 School Grade A A A A A High Standards Rdg. 81 90 91 88 88 High Standards Math 75 88 86 78 84 Lrng Gains-Rdg. 88 82 71 68 70 Lrng Gains-Math 84 64 62 57 63 Gains-Rdg-25% 89 73 69 55 63 Gains-Math-25% 87 62 54 51 52

### 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	Regina Johnson	Master of Science, Bachelor of Arts/Elementary Education, ESOL, Reading, Sociology	25	3	'12 '11 '10 '09 '08 AMO Rdg. 39 AMO Math 45 School Grade C C C C C High Standards Rdg. 39 53 50 53 50 High Standards Math 41 59 63 62 63 Lrng Gains-Rdg. 66 62 59 60 63 Lrng Gains-Math 55 51 63 60 73 Gains-Rdg-25% 70 59 54 49 60 Gains-Math-25% 56 61 81 61 79
Science	Nancy Reid	Master of Science, Bachelor of Science in Elementary Education, Reading	13	3	'12 '11 '10 '09 '08 AMO Rdg. 39 AMO Math 45 School Grade C C C C C High Standards Rdg. 39 53 50 53 50 High Standards Math 41 59 63 62 63 Lrng Gains-Rdg. 66 62 59 60 63 Lrng Gains-Math 55 51 63 60 73 Gains-Rdg-25% 70 59 54 49 60 Gains-Math-25% 56 61 81 61 79
Mathematics	Michelle Tano	Specialist in Science, Masters of Science /ESOL Bachelor of Science/ Elementary Education, P.E	20	3	'12 '11 '10 '09 '08 AMO Rdg. 39 AMO Math 45 School Grade C C C C C High Standards Rdg. 39 53 50 53 50 High Standards Math 41 59 63 62 63 Lrng Gains-Rdg. 66 62 59 60 63 Lrng Gains-Math 55 51 63 60 73 Gains-Rdg-25% 70 59 54 49 60 Gains-Math-25% 56 61 81 61 79

### 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. FIU and Barry University Student Teachers provide administration an opportunity to preview teaching skills and recruit highest performing interns.	Assistant Principal	May 2013	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 – Out-of-Field 0 – Not Highly Effective	Obtained waivers to facilitate teaching assignment. Provided information to take courses on-line. Continue to monitor completion of courses quarterly.

### 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
69	7.2%(5)	27.5%(19)	39.1%(27)	26.1%(18)	43.5%(30)	100.0%(69)	2.9%(2)	4.3%(3)	69.6%(48)

## 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
Regina Johnson	Ariana Diaz - Third Grade	Ms. Johnson, Reading Coach, is an experienced teacher with a proven track record of producing high student achievement scores.	Assist teachers new to subject area with lesson planning, delivery of instruction and effective classroom management techniques.

## 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 CHERS; 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

Citrus Grove Elementary 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

N/A

#### Title II

The District uses supplemental funds at Citrus Grove Elementary School 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

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-5)
- parent outreach activities (K-5) 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-5)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- 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-5, 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)

Citrus Grove Elementary 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 and elementary counselors.
- Training and technical assistance for elementary teachers, administrators and counselors are also components of this program.

#### Nutrition Programs

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

#### Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

School-Based MTSS/RtI 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 MTSS 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 MTSS/RTI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

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

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

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

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

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 MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

Principal: Sharon M. Johnson

Assistant Principal: Mayra DeLEON

Reading Coach: Regina Johnson

Reading Coach: Eleanor Naylor-Souto

Mathematics Coach: Michelle Tano

Science Coach: Nancy Reid

SPED NBCT : Marta Garcia- Lavin

Special Areas NBCT: Linda Oldenburg

General Education NBCT and Kindergarten Teacher: Flavia Alvarez

General Education First Grade Teacher: Teresa Maldonado

General Education Second Grade Teacher: Rosa Palomino

General Education Third Grade Teacher : Marilys Morejon

General Education Fourth Grade Teacher: Michelle Latino

General Education Fifth Grade Teacher: Michelle Herrera

MTSS/RtI Chairperson – Barbara Perez

Special Education Chairperson – Marcea Cadieux

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

The Principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. The Literacy Leadership Team will meet the first Thursday of the month. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's MMST/Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a Multi-Tiered System of Reading Support is present and effective.

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

The Literacy Leadership Team will ensure that time is provided for professional development and subject area meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually and (3) weekly early release days for elementary teachers. Additionally, the LLT may provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data and professional development needs of teachers.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/10/2012)



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

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

Title I Administration assists Citrus Grove Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Prior to Kindergarten, all students in the general education program are assessed in the areas of early literacy and math skills utilizing the Houghton Mifflin Benchmark Assessment Tool for VPK students. Students in Pre-K SPED Reverse Mainstream and Inclusion Program utilize the Phonological and Early Literacy Assessment (PELI) to assess print/ letter knowledge and level of phonological awareness and processing. Additionally, social/ emotional development was assessed utilizing the Devereux Early Childhood Assessment (DECA). The data derived from these assessments was used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening Tools will be administered mid- year and at the end of the year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skills and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction and Voyager Interventions by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

### \*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 19% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 6 percentage points to 25%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (85)	25% (111)

#### 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.	Reading Teachers will use Reciprocal Teaching strategies to help students determine meaning through predicting, clarifying, visualizing, questioning, and summarizing. Teachers will use Task cards along with content focus instructional support materials to reinforce key concepts.	Administrative Team Literacy Leadership Team	The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	Formative: Baseline and Interim Assessments FAIR reports  Summative: 2013 FCAT Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment indicated that 40% of the students achieved Levels 4, 5 or 6 in Reading.  Our goal for the 2012-2013 school year is to increase the number of students scoring Levels 4, 5 or 6 in Reading by 5 percentage points to 45%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (8)	45% (9)

#### 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
	Students have difficulty deriving meaning from	Reading Teachers will utilize and model the	Administrative Team	The Literacy Leadership Team will review data	Formative: Brigance

1	text and comprehending details from text.	Strategy: I Do, We Do, You Do. This will help students use information from Read Alouds to answer questions about main idea and supporting details.	Literacy Leadership Team Special Education Chairperson	from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	Summative: 2013 Florida Alternate 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:

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 16% of the students achieved levels 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (71)	18% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application	2A.1. Use Technology Project-Based Learning along with Cooperative Learning strategies in order to move students from guided learning to more proficient Technology users.	2A.1. Administrative Team Literacy Leadership Team	2A.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	2A.1. Formative: Student work samples utilizing rubric, mini assessments Reading Plus Reports, Baseline and District Interim Assessments  Summative: 2013 FCAT Reading Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicated that 40% of students achieved Level 7 or above in Reading. Our goal for the 2012-2013 school year is to increase the number of students scoring Level 7 or above in Reading by 3% percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (8)	43% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students have difficulty deriving meaning from text and comprehending details from text	2B.1. Success Maker will be utilized with fidelity.	2B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	2B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	2B.1. Formative: Brigance Accelerated Reader Reports  Summative: 2013 Florida Alternate 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:

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 66% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (174)	71% (187)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The area of deficiency, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application.	3A.1. Graphic Organizers, Task Cards and Question Answer Relationship (Q.A .R.) strategies will be implemented with fidelity.	3A.1. Administrative Team Literacy Leadership Team	3A.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	3A.1. Formative: Baseline and District Interims Success Maker reports  Summative: 2013 FCAT Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	The results of the 2012 Florida Alternate Assessment indicated that 65% of the students made Learning Gains in Reading. Our goal for the 2012-2013 school year is to increase the
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Reading Goal #3b:	number of students making Learning Gains in Reading by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (7)	70% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students need to engage several times in the same reading selection to insure familiarity.	3B.1. Implement Interactive Literacy Awareness activities to reinforce and respond to reference objects, words, symbols and informational text used in daily activities.	3B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	3B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	3B.1. Formative: Brigance  Summative: 2013 Florida Alternate 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:

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 70% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students in the lowest 25% achieving learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (51)	75% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application.	4A.1. Implement Success Maker interventions with fidelity.	4A.1. Administrative Team Literacy Leadership Team	4A.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	4A.1. Formative: Baseline and Interim Assessments and Voyager and Success Maker Reports  Summative: 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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 38% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency by 6 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 38% (163)	Hispanic: 44% (189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic: The area of deficiency, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application.	5B.1. Implement Reading Across the Curriculum through Reading Response Journals.	5B.1. Administrative Team Literacy Leadership Team	5B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress. Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	5B.1. Formative: FAIR, District assessment data, Success Maker Reports  Summative: 2013 FCAT Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 28% of students in the English Language Learner subgroup achieved proficiency.  Our goal is to increase proficiency by 6 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (55)	34% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The areas of deficiency, for the ELL subgroup, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application.	5C.1. Bilingual Academy Tutoring will be available before and after school for ELL students. Use Heritage Language-English dictionaries along with Illustrations and Diagrams during instruction	5C.1. Administrative Team Literacy Leadership Team	5C.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	5C.1. Formative: FAIR, District Baseline and Interim assessment data, Success Maker Reports  Summative: 2013 FCAT Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 28% of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase proficiency by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (12)	33% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency for SWD, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application.	5D.1. Success Maker Program will be implemented with fidelity.	5D.1. Administrative Team Literacy Leadership Team Special Education Chairperson	5D.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	5D.1. Formative: FAIR, District Baseline and Interim assessment data, Success Maker Reports  Summative: 2013 FCAT Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 38% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase proficiency by 6 percentage points to 44%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (163)	44% (189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency for ED students, as noted on the 2012 administration of the FCAT Reading Test, was Reporting Category 2 Reading Application.	5E.1. Implement Interactive Word Walls and Word Banks to focus on Key Vocabulary, along with daily modeling techniques.	5E.1. Administrative Team Literacy Leadership Team	5E.1. The Literacy Leadership Team will conduct classroom walkthroughs to monitor the effective and continuous use of interactive word walls and word banks. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment.	5E.1. Formative: FAIR, District Baseline and Interim assessment data, Success maker Reports  Summative: 2013 FCAT Reading Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Grades 3 - 5	District Staff	Grades 3 - 5 Teachers	September 26, 2012	Review of Lesson Plans	Literacy Leadership Team
Common Core Standards	Grades K - 5	District Staff	Grades K - 5 Teachers	October 9-10, 2012	Implementation of Common Core Action Plan	Literacy Leadership Team
Reading Standards	Grades 3 - 5	District Staff	Grades 3 - 5 Teachers	November 7-8, 2012	Review of Lesson Plans	Literacy Leadership Team
Success Maker	Grades 3 - 5	Consultant	Grades 3 - 5 Teachers	November 14, 2012	Implementation of Interventions Action Plan	Literacy Leadership Team

Reading Budget:



Strategy	Description of Resources	Funding Source	Available Amount
Provide tutoring support for ELL students.	Home Language Materials	Title III Funds	\$3,750.00
			Subtotal: \$3,750.00
<b>Technology</b>			
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: \$3,750.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		On the 2012 administration of the CELLA, 35% of the students demonstrated proficiency in Listening/Speaking. On the 2013 administration of the CELLA, 40% of the students will demonstrate proficiency in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
35% (167)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. For grades 3-5, as noted on the 2012 administration of the CELLA, the Listening/Speaking portion of the assessment was an area of deficiency.	1.1. Read-alouds and oral comprehension questions will be implemented with ESOL students in Grades K-5.	1.1. Administrative Team Literacy Leadership Team	1.1. The Literacy Leadership Team to review data from formative assessments to determine if adequate progress was made.	1.1. Formative: FAIR Results, District Baseline and Interim assessments.  Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	On the 2012 administration of the CELLA, 24% of the students demonstrated proficiency in Reading. . On the 2013 administration of the CELLA, 29% of the students will demonstrate proficiency in Reading.

2012 Current Percent of Students Proficient in reading:

24% (114)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. For Grades 3-5, Reading was the greatest area of deficiency on the 2012 administration of the CELLA.	2.1. Implement graphic organizers in with ESOL students in Grades K-5. Institute Bilingual Academy for Grades K – 5.	2.1. Administrative Team Literacy Leadership Team	2.1. The Literacy Leadership Team to review data from formative assessments to determine if adequate progress was made.	2.1. Formative: FAIR Results, District Baseline and Interim Assessments  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:

On the 2012 administration of the CELLA, 27% of the students demonstrated proficiency in Writing. On the 2013 administration of the CELLA, 32% of the students will demonstrate proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

27% (130)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. For Grades 3-5, Writing is an area of deficiency on the 2012 administration of the CELLA.	2.1. Implement "Writer's Workshop" and utilize the strategies within ESOL lessons.	2.1. Administrative Team Literacy Leadership Team	2.1. Monitor Folio results for Grade 4. Review Baseline, Mid-Year, and Post-Test Writing assessment results in Grades 3-5.	2.1. Formative: Folio Results Baseline, Mid-Year and Post-Test Writing Results  Summative: 2013 CELLA

CELLA Budget:

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

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

*End of CELLA Goals*

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 21% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 students' proficiency by 9 percentage points to 30%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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21% (94)	30% (133)
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency, as noted on the 2012 administration of the FCAT Mathematics Test, was Reporting Category 2: Number: Fractions.	1A.1. Teachers will provide students the opportunity to work in cooperative learning groups as well as in pairs using the "Think-Pair-Share" Model in order to solve problems and communicate their thinking.  Teachers will utilize the Houghton Mifflin "Go Math" Manipulative Kit as delineated in the text to develop student understanding of the mathematical concepts involving numbers and fractions.	1A.1. Administrative Team Literacy Leadership Team	1A.1. Conduct grade level meetings to obtain teacher feedback on effectiveness of cooperative groups and the "Think-Pair-Share" Model as well as the effectiveness of manipulative usage with students.  Conduct classroom walkthroughs to ensure manipulatives are being used consistently throughout grade levels.  Review formative assessment data to ensure progress is being made and adjust instruction as needed	1A.1. Formative: Baseline and Interim Assessments  Summative: Results from the 2013 Mathematics FCAT

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:	The results of the 2012 Florida Alternate Assessment indicated that 40% of the students achieved Levels 4, 5 or 6 in Mathematics.  Our goal for the 2012-2013 school year is to increase the number of students scoring Levels 4, 5 or 6 by 5 percentage points to 45%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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40% (8)	45%(9)
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	1B.1. Students need to master basic mathematical operations.	1B.1. Provide for repetition of long term learning math concepts such as rote, counting, fact fluency and tools for measurement.	1B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	1B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	1B.1. Formative: Brigrance  Summative: 2013 Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 15% of the students achieved proficiency Levels 4 or 5.  Our goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency by 4 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (66)	19% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency, as noted on the 2012 administration of the FCAT Mathematics Test, was Reporting Category 3: Geometry and Measurement.	2A.1. Provide enrichment for students during Differentiated Instruction (D.I.) using enrichment activities from the Houghton Mifflin "Go Math" series.  Incorporate the use of the "Go Math" online resources such as "Mega Math" and "iTools" to reinforce geometry and measurement skills.	2A.1. Administrative Team Literacy Leadership Team	2A.1. Conduct classroom walkthroughs to ensure enrichment activities are being used consistently throughout grade levels.  Review formative assessment data to ensure progress is being made and adjust instruction as needed.	2A.1. Formative: Baseline and Interim Assessments, Success Maker Reports  Summative: Results from the 2013 Mathematics FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment indicated that 40% of the students scored at Level 7 or above. Our goal for the 2012-2013 school year is to increase the number of students scoring Level 7 or above by 3 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (8)	43% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students need to maintain mastery of basic mathematical operations.	2B.1. Provide students with continuous review/practice when learning math concepts.	2B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	2B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	2B.1. Formative: Success Maker Reports Summative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal # 3a:	On the 2012 FCAT Mathematics Test, 54% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (141)	64% (168)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. As noted on the 2012 administration of the FCAT Mathematics Test, the area of deficiency was Reporting Category 2: Number: Fractions.	3A.1. Provide appropriate remediation and/or enrichment opportunities during Differentiated Instruction.  Create opportunities for students to utilize Success Maker Math in the computer lab and in their classrooms.	3A.1. Administrative Team Literacy Leadership Team	3A.1. Conduct classroom walkthroughs to ensure appropriate activities are being completed during Differentiated instruction throughout grade levels.  Review Success Maker reports to ensure fidelity of implementation and to monitor student progress.	3A.1. Formative: Baseline and Interim Assessments Success Maker Math Reports  Summative: Results from the 2013 Mathematics FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	The results of the 2012 Florida Alternate Assessment indicated that 85% of the students made learning gains in Mathematics. Our goal for the 2012-2013 school year is to increase the number of students making learning gains in Mathematics by 5 percentage points to 90%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (9)	90% (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	3B.1. Students need to improve test taking skills.	3B.1. Provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	3B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	3B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	3B.1. Formative: Success Maker Math Reports  Summative: 2013 Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2012 FCAT Mathematics Test, 56% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 66%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (39)	66% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. As noted on the 2012 administration of the FCAT Mathematics Test, the area of deficiency in the lowest 25% of students making learning gains, was Reporting Category 2: Number: Fractions.	4A.1. Provide opportunities for students to utilize Success Maker Math daily in their classrooms as well as the computer lab.  Provide contexts for mathematical explorations and the development of student understanding of fractions, number and operations through the use of manipulatives.  Provide remediation activities for students during D.I. using the	4A.1. Administrative Team Literacy Leadership Team	4A.1. Review Success Maker Reports to ensure the fidelity of the implementation and to monitor student progress.  Review formative assessment data to ensure progress is being made and adjust instruction as needed.	4A.1. Formative: Baseline and Interim Assessments Success Maker Math Reports  Summative: Results from the 2013 Mathematics FCAT

	Reteach, Intensive and Strategic intervention activities from the Houghton Mifflin "Go Math" series.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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 40% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency by 10 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 40% (172)	Hispanic: 50% (215)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic: As noted on the 2012 administration of the FCAT Mathematics Test, the area of deficiency for the Hispanic subgroup was Reporting Category 2: Number: Fractions.	5B.1. Provide remediation activities for students during D.I. using the Reteach, Intensive and Strategic intervention activities from the Houghton Mifflin "Go Math" series.  Engage students in activities to use technology (such as Mega Math, Destination Math and iTools) as a(n):  - manipulative to create additional models - exploration tool of math concepts - extra practice and assessment	5B.1. Administrative Team Literacy Leadership Team	5B.1. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategies.  Review formative assessment data to ensure progress is being made and adjust instruction as needed.	5B.1. Formative: Baseline and Interim Assessments  Summative: Results from the 2013 Mathematics FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	The results of the 2012 FCAT Mathematics Test indicate that 29% of students in the English Language Learner subgroup achieved proficiency.
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Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase proficiency by 14 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (57)	43% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. As noted on the 2012 administration of the FCAT Mathematics Test, the area of deficiency in the ELL subgroup was Reporting Category 2: Number: Fractions.	5C.1. Provide home language resources for parents to utilize at home to assist with math home learning.  Provide access for parents and students to utilize the online Spanish version of the Houghton Mifflin "Go Math" Textbook series.	5C.1. Administrative Team Literacy Leadership Team	5C.1. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategies.  Review formative assessment data to ensure progress is being made and adjust instruction as needed.	5C.1. Formative: Baseline and Interim Assessments  Summative: Results from the 2013 Mathematics FCAT

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 Mathematics Test indicate that 28% of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (12)	33% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the 2012 administration of the FCAT Mathematics Test, the area of deficiency in the SWD subgroup, was Reporting Category 2: Number: Fractions.	5D.1. Engage students in activities to use technology to remediate skills. Provide remediation activities for students during D.I. using the Reteach, Intensive and Strategic intervention activities from the Houghton Mifflin "Go Math" series.	5D.1. Administrative Team Literacy Leadership Team Special Education Chairperson	5D.1 Review formative assessment data to ensure progress is being made and adjust instruction as needed.	5D.1. Formative: Baseline and Interim Assessments  Summative: Results from the 2013 Mathematics FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT Mathematics Test indicate that 40% of students in the Economically Disadvantaged subgroup achieved proficiency.
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Mathematics Goal #5E:	Our goal is to increase proficiency by 10 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (172)	50% (215)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. As noted on the 2012 administration of the FCAT Mathematics Test, the area of deficiency in the ED subgroup was Reporting Category 2: Number: Fractions.	5E.1. Engage students in activities to use technology (such as Mega Math, Destination Math and iTools) as a(n):  - manipulative to create additional models - exploration tool of math concepts - extra practice - assessment Conduct parent workshops through the Parent Academy.  Provide remediation activities for students during D.I. using the Reteach, Intensive and Strategic intervention activities from the Houghton Mifflin "Go Math" series.	5E.1. Administrative Team Literacy Leadership Team	5E.1. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategies.  Review formative assessment data to ensure progress is being made and adjust instruction as needed.	5E.1. Formative: Baseline and Interim Assessments  Summative: Results from the 2013 Mathematics FCAT

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Grades K-2	Math Coach	Grades K-2 Math Teachers	September 17, 2012	Classroom Walk-Throughs, Review of Lesson Plans	Literacy Leadership Team
Go Math-Technology Component	Grades K-5	Consultant	Grades K-5 Math Teachers	September 25, 2012	On-going Monitoring of Implementation of Technology Component	Literacy Leadership Team
Introduction to Common Core Standards	Grades K-5	Assistant Principal Math Coach	Grades K-5 Math Teachers	November 6, 2012	Grade Level Common Planning	Literacy Leadership Team
Literacy in the Math Classroom	Grades K-5	Math Coach	Grades K-5 Math Teachers	February 1, 2013	On-going Monitoring of Implementation of Technology Component	Literacy Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intervention materials.	Go Math! Intensive Interventions Workbooks	Title I Funds	\$900.00
Provide Intervention materials.	Go Math! Florida Assessments Guides	Title I Funds	\$900.00
Provide intervention services.	Tutoring in Home Language	Title III Funds	\$3,750.00
			Subtotal: \$5,550.00
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: \$5,550.00			

*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 22% of the students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for 2012-2013 school year is to increase Level 3 proficiency by 5 percentage points to 27%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
22% (31)		27% (38)			
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
	1A.1. The areas where students experience the most difficulty are Reporting Category 2: Earth and Space Science.  Students need more opportunities to	1A.1. Increase opportunities for students to participate in "Science Bootcamp Lab" which will include technology, applications (Gizmo) and inquiry – based labs to reinforce Reporting Category 2:	1A.1. Administrative Team Literacy Leadership Team	1A.1. Data from the formative assessments will be analyzed monthly by the Literacy Leadership Team and shared with teachers to determine if students are making adequate progress	1A.1. Formative: Baseline and Interim Assessments  Discovery Education Reports

1	investigate Earth and Space Science and allow for students to test hypothesis, data analysis, explanation of variables, and experimental design in Earth Space Science.	Earth and Space Science.  Increase opportunities for students to participate in hands on labs with a focus on Reporting Category 2: Earth Space Science and utilization of the Gizmos technology component.	toward the goal. Adjustments will be made as needed.  Gizmo Reports will be used and re-teaching will occur as needed.	Gizmo Reports  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:	Although there are less than 10 eligible students in this group, our goal is to move our Grade 5 Science FAA students scoring at Levels 4, 5 or 6 to score at the next level in Science.
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	1B.1. Instruction must be hands on so students can manipulate and explore actions and outcomes.	1B.1. Provide hands on instruction for Florida Alternate Assessment (FAA) students.	1B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	1B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	1B.1. Formative: Mini-Benchmark Assessments  Summative: 2013 Florida Alternate 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:

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 8% of the students achieved Levels 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency in Science by 2 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (11)	10% (14)

Problem-Solving Process to Increase Student Achievement

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Although there are less than 10 eligible students in this group, our goal is to move our Grade 5 Science FAA students to score at or above Level 7 in Science.
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	2B.1. Students need to observe real time activities to determine outcomes.	2B.1. Implement Science Lab schedule for Florida Alternate Assessment (FAA) students.	2B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	2B.1. The Literacy Leadership Team will review data from the formative assessments to determine if students are making adequate progress.  Data Chats will be conducted by Literacy Leadership Team with Teachers after each assessment. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	2B.1. Formative: Mini-Benchmark Assessments  Summative: 2013 Florida Alternate 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
Science Fair Guidelines	4 - 5	Science Coach	4th - 5th Grade Science Teachers	November 6, 2012	School-wide Science Fair participation and results	Literacy Leadership Team

Science Crunch Time Curriculum and Schedule	Grade 5	Science Coach	5th Grade Science Teachers	February 1, 2013	Support with implementation of Crunch Time Calendar	Literacy Leadership Team
Hands On Labs	K-5	Science Coach	K-5 Science Teachers	October 26, 2012	Monitor/Support Implementation	Literacy Leadership Team
Science Curriculum/Technology	Grade 5	Science Coach	5th Grade Science Teachers	By August 31, 2012	Monitor/Support Implementation	Literacy Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students will opportunities to engage in hands-on and technology based resources such as Gizmos and videos from Discovery Education in the classroom as well as in the Science Lab	Lab Materials for hands-on activities	Title I funds	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 70% of the students achieved Level 3.0 proficiency.  Our goal for 2012-2013 school year is to increase Level 3.0 proficiency by 3 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (95)	73% (99)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Due to recent changes in FCAT Writing Assessments and our decrease in FCAT writing scores from 2011 to 2012, the areas in need of improvement are spelling and grammar.	1A.1. During grade level planning sessions, the development and implementation of rigorous spelling and grammar lessons will be emphasized. Administer "Measurement Inc." prompts four times during the school year to acquire individualized feedback for each student and adjust instruction as needed.	1A.1. Administrative Team Literacy Leadership Team	1A.1. The Literacy Leadership Team will review data from school based assessments to determine if students are making adequate progress.  Data Chats will be conducted by Leadership Team with Teachers. Teachers will conduct Data Chats with Students after each assessment.  Monitor Folio results for Grade 4.	1A.1. Formative: Baseline, Mid-Year and Post-Test Writing Results Measurement, Inc. Folio Results  Summative: 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Although there are less than 10 students eligible for this group, our goal is for our Grade 4 FAA students to score a 4 or higher in Writing.
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	1B.1. Students must have continuous repetition/practice when learning writing concepts.	1B.1 Provide writing center to enable additional time in student schedule for extra writing practice.	1B.1. Administrative Team Literacy Leadership Team Special Education Chairperson	1B.1. The Literacy Leadership Team will review data from school based assessments to determine if students are making adequate progress.  Data Chats will be conducted by Leadership Team with Teachers. Teachers will conduct Data Chats with Students after each assessment, as appropriate.	1B.1. Formative: Baseline, Mid-Year and Post-Test Writing Results  Summative: 2013 Florida Alternate 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
Writing Process	Grades K - 3	School Staff	K - 5 Teachers	October 26, 2012	Review of Writing Folders	Literacy Leadership Team
Effective Scoring and Instruction	Grade 4	District staff	Grade 4 Teachers	September 17, 2012	Review of Writing Folders	Literacy Leadership Team
Improved Writing in the Elementary School	Grades 4 - 5	District Staff	Grades 4 - 5 Teachers	October 2 and 3, 2012	Review of Writing Folders	Literacy Leadership Team
Writing Standards	Grade 4	Reading Coach	Grade 4 Teachers	November 6, 2012	Review of Writing Folders	Literacy Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To reinforce reliability of writing scores assessed by teachers.	Folio/Measurement, Inc.	Title I Funds	\$5,600.00
			Subtotal: \$5,600.00
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: \$5,600.00

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 increase attendance to 95.48% by minimizing absences due to illness and truancy, and to create a climate in school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5 %.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.48 (920)	95.98 (925)



2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
355		337			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
177		168			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Due to the limited knowledge of the correlation between student attendance and student achievement many of our families, students are often kept home when there is bad weather or when a sibling is ill.	1.1. Identify and refer students who are developing a pattern of non attendance or excessive tardiness to the Truancy Child Study Team (TCST) for services.  Provide monthly/student awards.	1.1. Administrative Team Truancy Child Study Team (TCST)	1.1. Monthly updates to the Principal by the Truancy Child Study (TCST)	1.1. Truancy Child Study (TCST) Logs and COGNOS Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student and Staff Attendance Policies	Pre-K – Grade 5	Assistant Principal	School-wide	September 2012	Review Attendance Reports Weekly	Assistant Principal
Improving Attendance	Parents of Pre-K – Grade 5 Students	Truancy Social Worker	School-wide	October 2012	Review Attendance of Students of Parents who participated	Assistant principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Child Study Team	Monthly Student/Parent Awards	EESAC Funds	\$675.00
			Subtotal: \$675.00
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: \$675.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
20	18
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18	16

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. There is a need for a school-wide program to reinforce appropriate	1.1. Implement Positive behavior support (PBS) Project school-wide by	1.1. Administrative Team and Positive Behavior Support	1.1. Conduct Monthly Positive Behavior Support (PBS) Team	1.1. Monthly COGNOS Suspension Reports

1	student behavior.	determining Expectations and Rules with Rewards/Recognition System that is structured by disciplinary procedures and consequences. Provide award opportunities for students and staff.	Team (PBS)	Meetings to review student progress and review continuing challenges.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Student Behavior	Parents of Pre-K – Grade 5 Students	Assistant Principal	School-wide	November 2012	Monitor Case Management Referrals and suspension rate of Students of Parent who participated	Assistant Principal
Positive Behavior Supports (PBS) Project	Pre-K – Grade 5	Assistant Principal	School-wide	September 2012	Monitor Case Management Referrals and suspension rate	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Supports (PBS) Project	Students and Staff Awards and Recognition	EESAC Funds	\$675.00
			Subtotal: \$675.00
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: \$675.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		N/A - Title I School - see PIP			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

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

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

Parent Involvement Budget:

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

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:	The results of the 2012 FCAT Science Test indicate that 8% of students achieved Levels 4 or 5. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency in Science by 2 percentage points to 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	1.1. Students need more opportunities to participate in project-based, scientific inquiry activities.	1.1. Students will participate in ongoing science lab experiments  Students will participate in the school-held Science Fair.	1.1. Administrative Team Literacy Leadership Team	1.1. Monitor use of Science Lab and Science Fair Participation.	1.1. Formative: Baseline and Interim Assessments  Gizmo Reports  Summative 2013 FCAT 2.0 Science 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
Science Curriculum/Technology/ Hands On Labs	K-5	Science Coach	5th Grade Science Teachers	September 2012	Monitor/ Support Implementation	Literacy Leadership Team
Science Fair Guidelines	Grades 4 - 5	Science Coach	Grades 4 - 5 Teachers	November 2012	School Wide Science Fair participation and results	Literacy Leadership Team

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	Provide tutoring support for ELL students.	Home Language Materials	Title III Funds	\$3,750.00
Mathematics	Provide Intervention materials.	Go Math! Intensive Interventions Workbooks	Title I Funds	\$900.00
Mathematics	Provide Intervention materials.	Go Math! Florida Assessments Guides	Title I Funds	\$900.00
Mathematics	Provide intervention services.	Tutoring in Home Language	Title III Funds	\$3,750.00
Science	Provide students will opportunities to engage in hands-on and technology based resources such as Gizmos and videos from Discovery Education in the classroom as well as in the Science Lab	Lab Materials for hands-on activities	Title I funds	\$1,000.00
Writing	To reinforce reliability of writing scores assessed by teachers.	Folio/Measurement, Inc.	Title I Funds	\$5,600.00
Attendance	Truancy Child Study Team	Monthly Student/Parent Awards	EESAC Funds	\$675.00
Suspension	Positive Behavior Supports (PBS) Project	Students and Staff Awards and Recognition	EESAC Funds	\$675.00
				Subtotal: \$17,250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$17,250.00

## 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.

[View uploaded file](#) (Uploaded on 10/10/2012)



# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Truancy Child Study Team	\$675.00
Positive Behavior Supports Team	\$675.00
Student and Staff Incentives, Awards and Recognition	\$1,650.00
Instructional materials and/or equipment	\$2,500.00

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

The Educational Excellence School Advisory Council (EESAC) will meet monthly to assist in the development, implementation, monitoring and approval of the 2012 – 2013 School Improvement Plan (SIP) goals. The SIP will be reviewed at each meeting to determine what funding is necessary to implement the SIP effectively.

# 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 CITRUS GROVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	59%	87%	31%	230	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	62%	51%			113	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?	59% (YES)	61% (YES)			120	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					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District CITRUS GROVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	63%	73%	36%	222	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	59%	63%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	81% (YES)			135	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					479	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested