

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CRESTVIEW ELEMENTARY SCHOOL

District Name: Dade

Principal: Sabrina J. Montilla

SAC Chair: Nicole Reid

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/13/2012

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

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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	SABRINA J. MONTILLA	ELEM ED, ESOL, SCHOOL PRINCIPAL, ED LEADERSHIP	2	6	'12 '11 '10 '09 '08  School Grade C C A A B AMO Reading 72 69 N/A N/A N/A HS Reading 51 69 89 86 71 HS Math 47 71 86 87 72 AMO Math 73 71 N/A N/A N/A HS Writing 65 74 95 97 91 AMO Writing 76 74 N/A N/A N/A HS Science 38 33 61 60 41 AMO Science 39 33 N/A N/A N/A LG Reading 64 59 77 77 69 LG Math 58 59 67 78 62 25% LG Reading 63 45 75 75 53 25% LG Math 65 52 64 71 51
Assis Principal	MARIA V. KERR	ELEM ED, ESOL, ED LEADERSHIP		7	'12 '11 '10 '09 '08  School Grade B A B A A AMO Reading 81 79 N/A N/A N/A HS Reading 50 69 70 79 52 AMO Math 79 77 N/A N/A N/A HS Math 64 71 77 71 61 AMO Writing 94 93 N/A N/A N/A HS Writing 78 74 88 91 88

HS Science 45 33 64 71 43  
 AMO Science 56 52 N/A N/A N/A  
 LG Reading 56 59 66 71 69  
 LG Math 59 59 60 79 80  
 25% LG Reading 50 45 63 55 67  
 25% LG Math 56 52 63 76 77

## 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	Fatima Rojas	BA Elementary Education – University of New Orleans  MA Reading Education – Nova Southeastern University  Certifications Elementary Ed. ESOL K-12 Gifted Reading	2	2	'12 '11 10 '09 '08  School Grade C C A A B AMO Reading 72 69 N/A N/A N/A HS Reading 51 69 89 86 71 HS Math 47 71 86 87 72 AMO Math 73 71 N/A N/A N/A HS Writing 65 74 95 97 91 AMO Writing 76 74 N/A N/A N/A HS Science 38 33 61 60 41 AMO Science 39 33 N/A N/A N/A LG Reading 64 59 77 77 69 LG Math 58 59 67 78 62 25% LG Reading 63 45 75 75 53 25% LG Math 65 52 64 71 51
Math/Science	Keisha Kidd	BS Health Service Administration - University of Central Florida MS Business Administration - University of Phoenix  Certifications Elementary Ed	8	2	'12 '11 10 '09 '08  School Grade C C A A B AMO Reding 72 69 N/A N/A N/A HS Reading 51 69 89 86 71 HS Math 47 71 86 87 72 AMO Math 73 71 N/A N/A N/A HS Writing 65 74 95 97 91 AMO Writing 76 74 N/A N/A N/A HS Science 38 33 61 60 41 AMO Science 39 33 N/A N/A N/A LG Reading 64 59 77 77 69 LG Math 58 59 67 78 62 25% LG Reading 63 45 75 75 53 25% LG Math 65 52 64 71 51

## 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. Conduct an In-House Professional Development targeted to teachers new to a grade level on Best Practices in Core Curriculum, Classroom Management, District Initiatives, etc.	Sabrina Montilla, Principal Maria Kerr, Assistant Principal	August/September 2012	
2	1. Assign a mentor teacher to beginning teachers or teachers new to a grade level.	Sabrina Montilla, Principal Maria Kerr, Assistant Principal	June 7, 2013	
3	1. Target, mentor teachers and groom high performing student interns to assume permanent positions after graduation.	Sabrina Montilla, Principal Maria Kerr, Assistant Principal	June 7, 2013	
4	1. Implement various teacher appreciation activities throughout the school year to recognize and reward exemplary work.	Sabrina Montilla, Principal Maria Kerr, Assistant Principal	June 7, 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Teacher has complete required courses toward endorsement

## 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
39	0.0%(0)	17.9%(7)	53.8%(21)	28.2%(11)	35.9%(14)	97.4%(38)	10.3%(4)	0.0%(0)	56.4%(22)

## Teacher Mentoring Program/Plan

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

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

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part A

Crestview Elementary School will use Title I funds to purchase one additional classroom teacher, one full-time Community Involvement Specialist (CIS), and two hourly teachers to assist with Professional Development, intervention groups, and other literacy initiatives.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations.

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

Miami-Dade County Public Schools uses supplemental funds for improving basic education as follows:

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

#### Title III

N/A

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- 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.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- 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 Homeless Assistance Act.

#### Supplemental Academic Instruction (SAI)

Crestview Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

#### Violence Prevention Programs

Crestview offers a non-violence and anti-drug program to students that incorporate a series of lessons delivered by the school resource officer, field trips, and community service projects and activities.

#### Nutrition Programs

1. Crestview adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Crestview Elementary was recognized as a Silver Award by the Healthy School Alliance.
3. Nutrition education, as per state statute, is taught through physical education.
4. Crestview Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, Follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Crestview Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

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

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

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal  
Assistant Principal  
Reading Coach  
Math/Science Coach  
Media Specialist  
Counselor

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

The MTSS Leadership Team have the following roles/functions:

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

Assistant Principal: Assists the principal with activities listed above.

Reading Coach: Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data, and provides intervention to small groups of students in Reading and Writing.

Math and Science Coach: Provides professional development and classroom follow-up on best practices in Math/Science, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data, and provides intervention to small groups of students in Math and Science.

Media Specialist: Oversees school-wide activities that promote literacy. Provides intervention to small groups of students in Reading and Science.

Counselor: Oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on the Sunshine State Standards. Also provides intervention to small groups of students in Reading and Mathematics.

The MTSS team meets once per week to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement. Agendas and sign-in sheets are kept weekly.

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?

Upon conducting a thorough analysis of year-end data by subject and reporting category, instructional priorities are identified. The MTSS/RtI Leadership Team then reviews all strategies/action steps associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness.

### 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.

#### 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
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- FCAT
- Student grades
- School site specific assessments

#### Behavior

- Student Case Management System
- Detentions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance

Describe the plan to train staff on MTSS.

Substitute days will be provided at the beginning of the school year for grade levels to participate in in-house professional development on MTSS/RtI. Updates will be provided monthly during grade level meetings with administration. Schedules are also developed for ongoing classroom follow up to all MTSS/RtI PD which is conducted by the Reading Coach and members of the MTSS/RtI Leadership Team.

Describe the plan to support MTSS.

Substitute days will be provided at the beginning of the school year for grade levels to participate in in-house professional development on RtI. Updates will be provided monthly during grade level meetings with administration. Schedules are also developed for ongoing classroom follow up to all RtI PD which is conducted by the Reading Coach and members of the RtI Leadership Team.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

- Principal: Sabrina Montilla
- Assistant Principal: Maria V. Kerr
- Reading Coach: Fatima Rojas
- Media Specialist: Mattie Ysidro
- Counselor: Loudres Evagelinos

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

The LLT Team have the following roles/functions:

Principal: Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Assistant Principal: Assists the principal with activities listed above.

Reading Coach: Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, and assists with benchmark assessments and progress monitoring data. Provides intervention to small groups of students in Reading and Writing.

Media Specialist: Oversees school-wide activities that promote literacy. Provides intervention to small groups of students in Reading.

Counselor: Oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on the Sunshine State Standards in Reading/LA. Provides intervention to small groups of students in Reading.

The LLT team meets once per week to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

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

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Revamping the school's weekly benchmark assessment program to correlate with the NGSSS and Common Core Standards, providing PD to teachers, developing an intervention schedule in Reading and Writing, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

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

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

Crestview Elementary has one Voluntary Prekindergarten class. Because Crestview Elementary is a Title I School, students who are on a Free/Reduced Lunch qualify to attend this program free of charge. Staff assists preschool children in making the transition into our elementary school program through the implementation of a Pre-School Transition Plan. Included in the Pre-School Transition Plan are the following:

Curriculum: The prekindergarten program of Miami-Dade County Public Schools utilizes the High/Scope Educational Approach for Preschoolers as the overall framework. The High/Scope Key Experiences and the Florida VPK Standards form the expectations for learning and guide the planning for the day. It is a cognitively-oriented curriculum in which children have the opportunities to make decisions, initiate activities, solve problems, develop a positive sense of self, and practice critical and creative thinking. In addition to the High Scope curriculum, the Houghton Mifflin Harcourt Pre-K curriculum is implemented. Students are exposed to educational experiences that prepare them for their entrance into elementary school. The Waterford Math and Science program provides software and support materials to broaden children's exposure to targeted math and science concepts.

Assessment: As prescribed by the District, Crestview Elementary will administer the designated assessment to all students indicating a need in language proficiency. In addition, The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment will be administered three times during the school year to measure the child's progress on a set of preschool skills that are critical for later school success (letter recognition, beginning sounds, oral counting and number identification). Based on results of assessment data, teachers plan their daily lessons. Data is also reviewed and disaggregated to determine each student's acquisition of specific skills and knowledge. The teacher plans and provides explicit instruction and implicit support to promote children's learning and progress and to prepare the student for kindergarten.

Communication: Parents whose children are enrolled in the VPK class receive a weekly newsletter provided by the Houghton Mifflin curriculum which provides information on the various themes being covered throughout the year. Parents meet with the teacher three times during the school year to discuss the student's progress. Additionally parents receive the school's monthly Calendar informing them of upcoming events. These parents also receive reminders for upcoming events via the Connect-Ed telephone message system.

Feeder Schools: The Community Involvement Specialist visits with feeder schools in order to set appointments for them to visit our Kindergarten classrooms for the purpose of observation, articulation, and curriculum planning/delivery.

All Pre-K students are tested at the end of the school year in the areas of Reading and Mathematics in order to measure and evaluate individual student growth and to assess quality and effectiveness of the Pre-K curriculum implemented throughout the school year.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children.

#### \*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.

NA

#### \*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?

NA

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?

NA

#### 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](#)

NA



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading indicate that 23% (70) of the grade 3-5 students scored a Level 3.  Our goal is to increase the percentage of students scoring a Level 3 by 7 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23 % (70)	30 % (92)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT 2.0 Reading indicate that 23% (70) of the grade 3-5 students scored a Level 3.  The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students' need to further develop skills to identify, interpret and analyze Informational Text-Category 4.	During the reading instructional block, students will use real-word documents such as how-to articles, brochures, fliers, and websites, to locate, interpret and organize text features including subtitles, headings, charts, graphs, and diagrams.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  FAIR DATA  MDCPS Quarterly Interim Assessment Data	Formative: FAIR Reports  MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading
2	The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students' need to further develop skills to identify, interpret and analyze Informational Text-Category 4.	During the reading instructional block, students will use real-word documents such as how-to articles, brochures, fliers, and websites, to locate, interpret and organize text features including subtitles, headings, charts, graphs, and diagrams.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  FAIR DATA  MDCPS Quarterly Interim Assessment Data	Formative: FAIR Reports  MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading

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 FAA reading indicate that 31% (4) of grade 3-5 students scored a level 4-6.  Our goal is to maintain the percentage of students scoring at 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	31% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FAA reading indicate that 31% (4) of grade 3-5 students scored a level 4-6. The deficiency as noted on the 2012 FAA reading indicates the students' need to further develop identifying characters, settings, and actions in order to comprehend a read-aloud fiction at a supported and independent level.	During small group instruction, students will be provided multiple reads of a selection with the use of auditory tapes, pictures of various characters and settings in read-alouds prior to answering comprehension questions.  Passages and mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.	MTSS/RtI Leadership Team  LLT (Literacy Leadership Team)	Teachers will review and monitor bi-weekly Learning Today Assessments.	Formative: Learning Today Assessment Reports  Summative: 2013 Reading FAA
2	The deficiency as noted on the 2012 FAA reading indicates the students' need to further develop identifying characters, settings, and actions in order to comprehend a read-aloud fiction at a supported and independent level.	During small group instruction, students will be provided multiple reads of a selection with the use of auditory tapes, pictures of various characters and settings in read-alouds prior to answering comprehension questions.  Passages and mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.	MTSS/RtI Leadership Team  LLT (Literacy Leadership Team)	Teachers will review and monitor bi-weekly Learning Today Assessments.	Formative: Learning Today Assessment Reports  Summative: 2013 Reading FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading indicate that 26% (80) of the grade 3-5 students achieved a Level 4 or 5.  Our goal is to increase the percentage of students achieving a Level 4 or 5 by 3 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (80)	29% (88)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012 FCAT 2.0 Reading indicate that 26% (80) of the grade 3-5 students achieved a Level 4 or 5. The area of deficiency as	Time For Kids materials will be utilized in order to facilitate focused cross curriculum instruction within Reading Application: Category 2.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:	Formative: FAIR Reports  MDCPS Quarterly

1	noted on the 2012 FCAT 2.0 Reading indicate students' need to further develop the ability to demonstrate conceptual higher order cognitive thinking skills Category 2: Reading Application when working with grade level text.			Quarterly FAIR Data MDCPS Quarterly Interim Assessments	Interim Assessments Reports Summative: 2013 FCAT 2.0 Reading
2	The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students' need to further develop the ability to demonstrate conceptual higher order cognitive thinking skills Category 2: Reading Application when working with grade level text.	When reading grade level appropriate text, students will focus on what the author thinks and feels while identifying the main idea whether stated or implied and identifying casual relationships imbedded in texts in order to provide practice in identifying topics and themes within and across texts.  Reading Plus Enrichment and Time For Kids materials will be utilized in order to facilitate focused cross curriculum instruction within Reading Application: Category 2	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  Quarterly FAIR Data MDCPS Quarterly Interim Assessments	2A.1. Formative: FAIR Reports MDCPS Quarterly Interim Assessments Reports Summative: 2013 FCAT 2.0 Reading

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 FAA reading indicates that 69% (9) of grade 3-5 students scored at or above a level 7. Our goal is to maintain the percentage of students scoring at 69 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9)	69% (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	The results of the 2012 FAA reading indicates that 69% (9) of grade 3-5 students scored at or above a level 7.  The deficiency as noted on the 2012 FAA reading indicates the student will need to further develop reading text with high-frequency sight words and phonetically regular words with accuracy at a supported and independent level.	During small group instruction, students will utilize flashcards, technology, and hands-on manipulatives to reinforce alphabet recognition and word building skills.  Passages and mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Teachers will review and monitor bi-weekly Learning Today Assessments.	Formative: Learning Today Reports  Summative: 2013 Reading FAA
	The deficiency as noted	During small group	MTSS/RTI	Teachers will review and	Formative:

2	on the 2012 FAA reading indicates the student will need to further develop reading text with high-frequency sight words and phonetically regular words with accuracy at a supported and independent level.	instruction, students will utilize flashcards, technology, and hands-on manipulatives to reinforce alphabet recognition and word building skills.  Passages and mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration	Leadership Team  LLT (Literacy Leadership Team)	monitor bi-weekly Learning Today Assessments.	Learning Today Reports  Summative: 2013 Reading FAA
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading indicate that 64% (136) of the grade 3-5 students achieved learning gains.  Our goal is to increase the percentage of students achieving learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (136)	69 % (147)

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 results of the 2012 FCAT 2.0 Reading indicate that 64% (136) of the grade 3-5 students achieved learning gains.  The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students need to further develop Category 2: Reading Application skills when reading grade level text.	In addition to the reading instructional block, students will participate in Voyager Interventions for an additional 20 minutes of daily instruction on Reading Application skills. Students will also receive additional practice in identifying topics and themes within texts.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  Voyager Check Points	Formative: FAIR  Voyager Checkpoints Reports  MDCPS Quarterly Interim Assessments Reports  Summative 2013 FCAT 2.0 Reading
2	The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students need to further develop Category 2: Reading Application skills when reading grade level text.	In addition to the reading instructional block, students will participate in Voyager Interventions for an additional 20 minutes of daily instruction on Reading Application skills.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  Voyager Check Points	Formative: FAIR  Voyager Checkpoints Reports  MDCPS Quarterly Interim Assessments Reports  Summative 2013 FCAT 2.0 Reading

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading indicate that 63% (34) of the grade 3-5 students in the lowest 25% achieved learning gains.  Our goal is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage point to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (34)	68%(37)

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 results of the 2012 FCAT 2.0 Reading indicate that 63% (34) of the grade 3-5 students in the lowest 25% achieved learning gains.  The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students need to further develop Category 4: Informational text skills when reading grade level text.	Students will utilize Time For Kids materials in order to facilitate focused cross curriculum instruction within Category 4: Informational Text.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  MDCPS Quarterly Interim Assessments	Formative: FAIR  MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading
2	The area of deficiency as noted on the 2012 FCAT 2.0 Reading indicate students need to further develop Category 4: Informational text skills when reading grade level text.	Students will utilize Time For Kids materials in order to facilitate focused cross curriculum instruction within Category 4: Informational Text.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  MDCPS Quarterly Interim Assessments	Formative: FAIR  MDCPS Quarterly Interim Assessments Reports

Summative:  
2013 FCAT 2.0  
Reading

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading indicate that not all subgroups made satisfactory progress in reading.  Our goal is to increase the percentage of students in making satisfactory progress from 51% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 51% (149)	Black: 62% (182)

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 results of the 2012 FCAT 2.0 Reading indicate that not all subgroups made satisfactory progress in reading.  Black: 51% (149) The area of deficiency as noted on the 2012 FCAT Reading indicates students' demonstrated difficulties in organizing informational text and text features to perform a task as it relates to Category 4: Informational Text.	Students will utilize real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading
2	Black: The area of deficiency as noted on the 2012 FCAT Reading indicates students' demonstrated difficulties in organizing informational text and text features to perform a task as it relates to Category 4: Informational	Students will utilize real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information.	MTSS/RTI Leadership Team  LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor:  MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Reading indicates students demonstrated difficulties in responding to questions with a stated or implied message in Category 2: Reading application.	Students will use grade-level appropriate texts focusing on what the author thinks and feels in determining whether the message is stated or implied.	MTSS/RTI Leadership Team LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor: MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports Summative: 2013 FCAT 2.0 Reading
2	The area of deficiency as noted on the 2012 FCAT Reading indicates students demonstrated difficulties in responding to questions with a stated or implied message in Category 2: Reading application	Students will use grade-level appropriate texts focusing on what the author thinks and feels in determining whether the message is stated or implied	MTSS/RTI Leadership Team LLT (Literacy Leadership Team)	Assistant Principal & Reading Coach will Review/Monitor: MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports Summative: 2013 FCAT 2.0

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.

N/A

Reading Goal #5E:

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	The area of deficiency as noted on the 2012 FCAT Reading indicates students demonstrated difficulties in Category 2: Reading application	Students will read higher level text in a variety of genres and work with a variety of Depth of Knowledge questions with a focus on Reading Application.	MTSS/RTI Leadership Team LLT (Literacy Leadership Team)	Principal, Assistant Principal & Reading Coach will Review/Monitor: MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading
2	The area of deficiency as noted on the 2012 FCAT Reading indicates students demonstrated difficulties in Category 2: Reading application	Students will read higher level text in a variety of genres and work with a variety of Depth of Knowledge questions with a focus on Reading Application	MTSS/RTI Leadership Team LLT (Literacy Leadership Team)	Principal, Assistant Principal & Reading Coach will Review/Monitor: MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading

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
Voyager	K-5	Reading Coach Curriculum Coach	School-wide	September 13, 2012	Observations Analyze Monthly Assessment Data	Principal Assistant Principal Reading Coach
Differentiated Instruction/Rigorous Planning	K-5	Reading Coach Curriculum Coach	School-wide	August 22, 2012 December 12, 2012 February 6, 2013	Observations Analyze Monthly Assessment Data	Principal Assistant Principal Reading Coach
Learning Today Instructional Tools	K-5	Reading Coach Curriculum Coach	Exceptional Student Education Department	September 4, 2012	Observations Analyze Monthly Assessment Data	Principal Assistant Principal Reading Coach



Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Cross Curricular Text	Time for Kids	EESAC/PTA	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction and Small Group Instruction	Personnel	SBBS (School Base Budget System)	\$500.00
NGSSS/CCSS Resources	Personnel	SBBS (School Base Budget System)	\$500.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Instructional Resources	Materials	EESAC	\$1,000.00
Cross Curricular Content Based Text	Time for Kids	EESAC/PTA	\$500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Instructional Resources	Materials	EESAC	\$1,000.00
Cross Curricular Content Based Text	Time for Kids	EESAC/PTA	\$500.00
			Subtotal: \$1,500.00
			Grand Total: \$4,500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:

N/A

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics indicate that 29% (88) of the grade 3-5 students Achieved a Level 3.  Our goal is to increase the percentage of students scoring a Level 3 or higher by 10 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29 % (88)	39% (119)

## 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 results of the 2012 FCAT 2.0 Mathematics indicate that 29% (88) of the grade 3-5 students achieved a Level 3.  The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3 require basic mathematics skills in multiplication, division and fractions as evidenced by the data related to reporting Category 1: Number Operation, Problems & Statistics.	Students will utilize basic multiplication facts and related division facts to solve problems using numbers through hundred thousand; and solve non-routine problems.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review/Monitor:  MDCPS Quarterly Interim Assessments	Formative: Review/Monitor: MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
2	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 4 & 5 require additional instruction in developing an understanding of geometric and measurement concepts as evidenced by the data related to reporting Category 3: Geometry and Measurement	Students will describe and analyze properties of two dimensional shapes including area and angle classifications while utilizing manipulatives to create various 2 and 3 dimensional shapes.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments	Formative: Review/Monitor: MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
3	The results of the 2012 FCAT 2.0 Science indicate that 19% (22) of the grade 5 students achieved a Level 3 or higher.  The area of deficiency as noted on the 2012 FCAT 2.0 Science indicate students need to further	Students will be provided additional activities to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of	MTSS/ RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Science Fair Project Rubric	Formative: MDCPS Quarterly Interim Assessments Reports  Science Fair Projects Rubric Review

	develop inquiry-based skills used during the exploration of the scientific method to further facilitate the development of Category 3: Physical Science.	hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.			Summative: 2013 FCAT 2.0 Science
4	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3 require basic mathematics skills in multiplication, division and fractions as evidenced by the data related to reporting Category 1: Number Operation, Problems & Statistics.	Students will utilize basic multiplication facts and related division facts to solve problems using numbers through hundred thousand; and solve non-routine problems.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments	Formative: Review/Monitor:  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
5	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 4 & 5 require additional instruction in developing an understanding of geometric and measurement concepts as evidenced by the data related to reporting Category 3: Geometry and Measurement.	Students will describe and analyze properties of two dimensional shapes including area and angle classifications while utilizing manipulatives to create various 2 and 3 dimensional shapes	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments	Formative: Review/Monitor:  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics

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 FAA math indicate that 69% of grade 3-5 students scored a level 4-6.  Our goal is to maintain the percentage of students scoring at 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9)	69% (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	The results of the 2012 FAA math indicate that 69%(9) of grade 3-5 students scored a level 4-6.  The area of deficiency noted on the 2012 FAA math is solving problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals	During small group instruction, students will have opportunities to learn concepts using manipulatives visuals, number lines and assistive instruction.  Mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.	MTSS/RTI Leadership Team	Bi-weekly Learning Today Assessments	Formative: Learning Today Reports  Summative: 2013 Math FAA

2	The area of deficiency as notes on the 2012 FAA Science indicates a need for students to further develop in responding to questions about the natural world.	Students will explore, observe and select an object or picture to respond to a question about the natural world using Discovery Education Portal.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  Science Access Point Rubric	Formative:  Science Access Point Rubric Review  Summative: 2013 FAA Science
3	The area of deficiency noted on the 2012 FAA math is solving problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	During small group instruction, students will have opportunities to learn concepts using manipulatives visuals, number lines and assistive instruction.  Mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.	MTSS/RTI Leadership Team	Bi-weekly Learning Today Assessments	Formative:  Learning Today Reports  Summative: 2013 Math FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics indicate that 16% (50) of the grade 3-5 students achieved a Level 4 or 5.  Our goal is to increase the percentage of students achieving a Level 4 or 5 by 5 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16 % (50)	21% (64)

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 results of the 2012 FCAT 2.0 Mathematics indicate that 16% (50) of the grade 3-5 students achieved a Level 4 or 5.  The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3 require basic mathematics skills in multiplication, division and fractions as evidenced by the data related to reporting Category 1: Number Operation, Problems & Statistics.	Students will utilize basic multiplication facts and related division facts to solve problems using numbers through hundred thousand; and solve non-routine problems.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review/Monitor:  MDCPS Quarterly Interim Assessments	Formative:  Review/Monitor:  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 4 & 5 require additional	Students will describe and analyze properties of two dimensional shapes including area and angle classifications while	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim	Formative:  Review/Monitor:  MDCPS Quarterly

2	instruction in developing an understanding of geometric and measurement concepts as evidenced by the data related to reporting Category 3: Geometry and Measurement.	utilizing manipulatives to create various 2 and 3 dimensional shapes.		Assessments	Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
3	The results of the 2012 FCAT 2.0 Science indicate that 14% (16) of the grade 5 students achieved a Level 4 or 5.  The area of deficiency as noted on the 2012 FCAT 2.0 Science indicate students need to further develop experimental design as it pertains to Life Science Category 4.	Students will be provided additional hands-on activities to design science and engineering projects to increase scientific thinking and the development and implementation of inquiry –based activities that allow for testing hypothesis, data analysis, explanation of variables and experimental design in Life Science utilizing Gizmos and Interactive Science Journals.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Science Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Science Fair Project Rubric  Gizmos Technology	Formative: MDCPS Quarterly Interim Assessments Reports  Gizmos Report  Science Fair Projects Rubric Review  Summative: 2013 FCAT 2.0 Sci
4	2A.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3 require basic mathematics skills in multiplication, division and fractions as evidenced by the data related to reporting Category 1: Number Operation, Problems & Statistics.	2A.1. Students will utilize basic multiplication facts and related division facts to solve problems using numbers through hundred thousand; and solve non-routine problems.	2A.1. MTSS/RTI Leadership Team	2A.1. Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments	2A.1. Formative:  Review/Monitor: MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
5	2A.2. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 4 & 5 require additional instruction in developing an understanding of geometric and measurement concepts as evidenced by the data related to reporting Category 3: Geometry and Measurement	2A.2. Students will describe and analyze properties of two dimensional shapes including area and angle classifications while utilizing manipulatives to create various 2 and 3 dimensional shapes.	2A.2. MTSS/RTI Leadership Team	2A.2. Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments	2A.2. Formative:  Review/Monitor: MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics

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 FAA math indicate that 31% of grade 3-5 achieved a level 7 or higher.  Our goal is maintain the percentage of students scoring at 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	31% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The results of the 2012 FAA math indicate that 31%(4)of grade 3-5 achieved a level 7 or higher.</p> <p>The area of deficiency noted on the 2012 FAA math indicates recognizing when 1 or 2 items have been added to or removed from sets of objects to 3.</p>	<p>During small group instruction, students will have opportunities for mathematical exploration and the development for student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.</p> <p>Mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.</p>	MTSS/RTI Leadership Team	Bi-weekly Learning Today Assessments	<p>Formative: Learning Today Reports</p> <p>Summative: 2013 Math FAA</p>
2	<p>The area of deficiency noted on the 2012 FAA math indicates recognizing when 1 or 2 items have been added to or removed from sets of objects to 3.</p>	<p>During small group instruction, students will have opportunities for mathematical exploration and the development for student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.</p> <p>Mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.</p>	MTSS/RTI Leadership Team	Bi-weekly Learning Today Assessments	<p>Formative: Learning Today Reports</p> <p>Summative: 2013 Math FAA</p>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics indicate that 57% (122) of the grade 3-5 students achieved learning gains.  Our goal is to increase the percentage of students achieving learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57 % (122)	67% (143)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012 FCAT 2.0 Mathematics indicate that 57% (122) of the grade 3-5 students achieved learning gains.	Students will be provided with additional support in small group instruction to develop an understanding of factors and multiples within the context of fractions utilizing Think manipulatives, Think	MTSS/RTI Leadership Team	<p>Principal, Assistant Principal &amp; Math Coach will Review / Monitor:</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Think Central Mini</p>	<p>Formative: Review/Monitor:</p> <p>Think Central Mini Benchmark Reports</p> <p>MDCPS Quarterly</p>



1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3, 4, & 5 need to further develop strategies for basic multiplication facts and related division facts and an understanding of fractions and fraction equivalence demonstrated by Category 1: Number Operations, Problems and Statistics.	Central and Gizmos.		Benchmark Assessments	Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
2	3A.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3, 4, & 5 need to further develop strategies for basic multiplication facts and related division facts and an understanding of fractions and fraction equivalence demonstrated by Category 1: Number Operations, Problems and Statistics	3A.1. Students will be provided with additional support in small group instruction to develop an understanding of factors and multiples within the context of fractions utilizing manipulatives, Think Central and Gizmos.	3A.1. MTSS/RTI Leadership Team	3A.1. Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Think Central Mini Benchmark Assessments	3A.1. Formative:  Review/Monitor:  Think Central Mini Benchmark Reports  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 FAA math is solving problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	During small group instruction, students will have opportunities to learn concepts using manipulatives visuals, number lines and assistive instruction.  Mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.	MTSS/RTI Leadership Team	Bi-weekly Learning Today Assessments	Formative: Learning Today Reports  Summative: 2013 Math FAA
	The area of deficiency noted on the 2012 FAA math is solving problems that involve combining (multiplying) equal sets	During small group instruction, students will have opportunities to learn concepts using manipulatives visuals,	MTSS/RTI Leadership Team	Bi-weekly Learning Today Assessments	Formative: Learning Today Reports

2	with quantities to 18 using objects and pictures with numerals.	number lines and assistive instruction.  Mini lessons from the Learning Today Program will be utilized to reinforce skill and as technology integration.		Summative: 2013 Math FAA
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics indicate that 65 % (35) of the grade 3-5 students in the lowest 25% achieved learning gains.  Our goal is to increase the percentage of students in the lowest 25 % achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65 % (35)	70 % (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
1	The results of the 2012 FCAT 2.0 Mathematics indicate that 65 % (35) of the grade 3-5 students in the lowest 25% achieved learning gains.  The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 4, & 5 need to further develop strategies for basic multiplication facts and related division facts and an understanding of fractions and fraction equivalence demonstrated by Category 1: Number Operations, Problems and Statistics	Students will be provided with additional support in small group instruction to develop an understanding of factors and multiples within the context of fractions utilizing manipulatives, Think Central and Gizmos.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Think Central Mini Benchmark Assessments	Formative: Review/Monitor:  Think Central Mini Benchmark Reports  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
2	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grade 3 need to further develop strategies for solving problems with the use of models, place-value, and properties of operations as related to Category 1: Number Operations, Problems and Statistics.	Students will be provided with the opportunity to build an understanding of place value (developing understanding of whole number relationships and place value including grouping in tens and ones) and use place value understanding and properties of operations to add and subtract utilizing manipulatives, Think Central and Gizmos.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Think Central Mini Benchmark Assessments	Formative: Review/Monitor:  Think Central Mini Benchmark Reports  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
	The area of deficiency as noted on the 2012 FCAT	Students will be provided with additional support in	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach	Formative:

3	2.0 Mathematics indicate students in grade 4, & 5 need to further develop strategies for basic multiplication facts and related division facts and an understanding of fractions and fraction equivalence demonstrated by Category 1: Number Operations, Problems and Statistics	small group instruction to develop an understanding of factors and multiples within the context of fractions utilizing manipulatives, Think Central and Gizmos.		will Review / Monitor: MDCPS Quarterly Interim Assessments Think Central Mini Benchmark Assessments	Review/Monitor: Think Central Mini Benchmark Reports MDCPS Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Mathematics
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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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Math indicate that not all subgroups made satisfactory progress in math.  Our goal is to increase the percentage of Black students in making satisfactory progress from 46% to 61% and Hispanic students from 67% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 46% (135)  Hispanic: 67% (8)	Black: 61% (179)  Hispanic: 75% (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	The results of the 2012 FCAT 2.0 Math indicate that not all subgroups made satisfactory progress in math.  2012 Current Level of Performance: *  Black: 46% (135)  Hispanic: 67% (8)  The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grades 3-5 need to further develop	Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation utilizing practice activities and manipulatives within the Think Central Go Math technology component.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Think Central Mini Benchmark Assessments	Formative:  Review/Monitor:  Think Central Mini Benchmark Reports  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics

	strategies for promoting the use geometric knowledge and spatial reasoning as related to Category 3: Geometry and Measurement.				
2	Black:  The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grades 3-5 need to further develop strategies for promoting the use geometric knowledge and spatial reasoning as related to Category 3: Geometry and Measurement.	Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation utilizing practice activities and manipulatives within the Think Central Go Math technology component.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Think Central Mini Benchmark Assessments	Formative:  Review/Monitor:  Think Central Mini Benchmark Reports  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Math indicate that not all subgroups made satisfactory progress in math.  Our goal is to increase the percentage of Students with Disabilities in making satisfactory progress from 45% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (11)	53% (13)

Problem-Solving Process to Increase Student Achievement

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

1	<p>The results of the 2012 FCAT 2.0 Math indicate that not all subgroups made satisfactory progress in math.</p> <p>2012 Current Level of Performance: 45% (11)</p> <p>The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grades 3-5 need to further develop strategies for promoting the use geometric knowledge and spatial reasoning as related to Category 3: Geometry and Measurement.</p>	<p>Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; and implement strategies and tools to solve problems involving perimeter utilizing practice activities and manipulatives within the Think Central Go Math technology component.</p>	MTSS/RTI Leadership Team	<p>Principal, Assistant Principal &amp; Math Coach will Review / Monitor:</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Think Central Mini Benchmark Assessments</p>	<p>Formative: Review/Monitor:</p> <p>Think Central Mini Benchmark Reports</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics</p>
2	<p>The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grades 3-5 need to further develop strategies for promoting the use geometric knowledge and spatial reasoning as related to Category 3: Geometry and Measurement.</p>	<p>Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; and implement strategies and tools to solve problems involving perimeter utilizing practice activities and manipulatives within the Think Central Go Math technology component.</p>	MTSS/RTI Leadership Team	<p>Principal, Assistant Principal &amp; Math Coach will Review / Monitor:</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Think Central Mini Benchmark Assessments</p>	<p>Formative: Review/Monitor:</p> <p>Think Central Mini Benchmark Reports</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	N/A
Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grades 3-5 need to further develop strategies for promoting the use geometric knowledge and spatial reasoning as related to Category 3: Geometry and Measurement.</p>	<p>Students will develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation utilizing practice activities and manipulatives within the Think Central Go Math technology component.</p>	MTSS/RTI Leadership Team	<p>Principal, Assistant Principal &amp; Math Coach will Review / Monitor:</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Think Central Mini Benchmark Assessments</p>	<p>Formative: Review/Monitor:</p> <p>Think Central Mini Benchmark Reports</p> <p>MDCPS Quarterly Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics</p>
		Students will develop an	MTSS/RTI	Principal, Assistant	Formative:

2	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics indicate students in grades 3-5 need to further develop strategies for promoting the use geometric knowledge and spatial reasoning as related to Category 3: Geometry and Measurement.	understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation utilizing practice activities and manipulatives within the Think Central Go Math technology component.	Leadership Team	Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Think Central Mini Benchmark Assessments	Review/Monitor:  Think Central Mini Benchmark Reports  MDCPS Quarterly Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics
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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
Houghton Mifflin Math Series	K-5	Math Coach	School-wide	August 15, 2012 December 13, 2012 February 6, 2013	Observations Data	Principal Assistant Principal Curriculum Coach
Use of Learning Village	K-5	Math Coach	School-wide	September 1, 2012 December 13, 2012 February 6, 2013	Observations Data	Principal Assistant Principal Curriculum Coach
Use the NGSSS & Common Core Standards to Provide Target Instruction	K-5	Math Coach	School-wide	September 1, 2012 December 6, 2012 February 1, 2013	Observations Data	Principal Assistant Principal Curriculum Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Journal	Journal Notebooks	PTA/EESAC	\$800.00
			Subtotal: \$800.00
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
NGSSS and DI	Personnel	Personnel Substitute Account	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NGSSS Instructional Resources	Materials	EESAC	\$1,000.00
			Subtotal: \$1,000.00

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	The results of the 2012 FCAT 2.0 Science indicate that 19% (22) of the grade 5 students achieved a Level 3 or higher.
Science Goal #1a:	Our goal is to increase the percentage of grade 5 students achieving a Level 3 or higher on the FCAT 2.0 Science by 5 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19 % (22)	24 % (27)

### 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 results of the 2012 FCAT 2.0 Science indicate that 19% (22) of the grade 5 students achieved a Level 3 or higher. The area of deficiency as noted on the 2012 FCAT 2.0 Science indicate students need to further develop inquiry-based skills used during the exploration of the scientific method to further facilitate the development of Category 3: Physical Science.	Students will be provided additional activities to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	MTSS/ RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments  Science Fair Project Rubric	Formative:  MDCPS Quarterly Interim Assessments Reports  Science Fair Projects Rubric Review  Summative: 2013 FCAT 2.0 Science
2	The area of deficiency as noted on the 2012 FCAT 2.0 Science indicate students lack the contact area knowledge needed to be successful on the FCAT 2.0 Science, specifically in the area of cluster 3, Physical Science.	Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.  Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities	MTSS/ RTI Leadership Team	Monitor/Review:  Ongoing Classroom Assessments  Monthly Benchmark Assessments  Quarterly Interim Assessments	Formative:  Interim Assessments  Monthly Benchmarks  Summative: 2013 FCAT 2.0 Science

	that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as notes on the 2012 FAA Science indicates a need for students to further develop in responding to questions about the natural world.	Students will explore, observe and select an object or picture to respond to a question about the natural world using Discovery Education Portal.	MTSS/RTI Leadership Team	Principal, Assistant Principal & Math Coach will Review / Monitor:  Science Access Point Rubric	Formative: Science Access Point Rubric Review  Summative: 2013 FAA Science

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT 2.0 Science indicate that 14% (16) of the grade 5 students achieved a Level 4 or 5.  Our goal is to increase the percentage of grade 5 students achieving a Level 4 or 5 on the FCAT 2.0 Science by 2 percentage points to 16 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (16)	16% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012 FCAT 2.0 Science indicate that 14% (16) of the grade 5 students achieved a Level 4 or 5.	Students will be provided additional hands-on activities to design science and engineering projects to increase scientific thinking and the	MTSS/RTI Leadership Team	Principal, Assistant Principal & Science Coach will Review / Monitor:  MDCPS Quarterly Interim Assessments	Formative: MDCPS Quarterly Interim Assessments Reports



1	The area of deficiency as noted on the 2012 FCAT 2.0 Science indicate students need to further develop experimental design as it pertains to Life Science Category 4.	development and implementation of inquiry –based activities that allow for testing hypothesis, data analysis, explanation of variables and experimental design in Life Science utilizing Gizmos and Interactive Science Journals.		Science Fair Project Rubric  Gizmos Technology	Gizmos Report  Science Fair Projects Rubric Review  Summative: 2013 FCAT 2.0 Sci
2					
3	The area of deficiency as noted on the 2012 FCAT 2.0 Science indicate students lack the pre-requisite science skills needed to be successful in cluster 4, scientific thinking.	Teachers will facilitate three Science Camps based on the data from the interims to address annually benchmarks that show deficits. Students will rotate to experience activities and hands-on labs all day to provide additional exposure to Scientific Thinking skills.  Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry –based activities that allow for testing hypothesis, data analysis, explanation of variables and experimental design in Physical Science.	MTSS/RTI Leadership Team	Monitor/Review:  Ongoing Classroom Assessments  Monthly Benchmark Assessments	District Interim Assessments  Monthly Benchmarks  Summative: 2013 FCAT 2.0 Science

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.  
  
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Model Science Classroom/Interactive Science Journals	K-5	Science Coach	School-wide	August 22, 2012 December 13, 2012 February 14, 2013	Observations Data	Principal Assistant Principal Curriculum Coach
Use the NGSSS to Provide Target Instruction/Science Writing	K-5	Science Coach	School-wide	September 1, 2012 December 13, 2012 February 1, 2013	Observations Data	Principal Assistant Principal Curriculum Coach
Use of Hands-on Activities/ Science Labs/Technology/ Learning Village	K-5	Science Coach	School-wide	August 23, 2012 December 6, 2012 February 14, 2013	Observations Data	Principal Assistant Principal Curriculum Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Field Trips (onsite and off-site)	Additional Hands-on Lab Inquiries	Magnet Budget	\$2,500.00
Interactive Science Notebook	Science Journals	EESAC/PTA	\$800.00
Science Camp/Science Club	Supplemental Tutoring/Hourly Salary	Magnet Budget	\$1,500.00
			Subtotal: \$4,800.00
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
NGSSS	Personnel	Substitute Account	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Magnet Marketing	Materials, Printing and Duplicating	Magnet Budget	\$1,000.00
Science Lab Materials	Indoor/Outdoor Science Lab/ Science Camp/Science Club	Magnet Budget	\$2,200.00
			Subtotal: \$3,200.00
			Grand Total: \$10,500.00

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Results of the 2012 FCAT Writing indicate 65% (72) of the grade 4 students achieved a 3.0 or higher.  Our goal is to increase the percentage of grade 4 students achieving a 3.0 or higher on the 2013 writing assessment by 3 percentage points to 68 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65 % (72)	68% (68)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 FCAT Writing indicate students lack opportunities to develop writing skills in grades K-3 to develop both narrative and expository organization and the use conventions.	1A.1. Provide teachers with monthly writing PD for grades K-5 during collaborative planning sessions.  Continue to develop and provide additional support to the use of conventions.  Provide teachers with Four Square resource textbooks.	MTSS/RTI Leadership Team	Monitor/Review:  Monthly Writing Prompt Data	Formative:  District Pre-Post Writing Assessment  Monthly Writing Prompts  Summative: 2013 FCAT Writing
2	1A.2. Students lack opportunities to use authentic essays to develop and build organizational writing skills as well as use of figurative language.	1A.2. Use the monthly prompts as an instructional tool to develop student writing skills.  Use the 2011 FCAT CD as a resource to develop student writing skills.  Vocabulary Cartoons/Wise Word of the week curriculum will be implemented to build and enhance student vocabulary.	MTSS/RTI Leadership Team	Monitor/Review:  Monthly Writing Prompt Data	Formative:  District Pre-Post Writing Assessment  Monthly Writing Prompts  Summative: 2013 FCAT Writing

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Writing Process	3-4	Reading Coach Curriculum Coach	Grade 3 and 4 Teachers	September 27, 2012	Observations Monthly Writing Prompt Student Essays	Principal Assistant Principal Reading Coach Curriculum Coach
Writing Common Core State Standards	K-5	Reading Coach Curriculum Coach	School-wide	August 15, 2012 October 10, 2012 January 23, 2013	Monthly PD Grade Level Collaboration Sessions	Principal Assistant Principal Reading Coach Curriculum Coach
Expository & Narrative Writing	K-5	Reading Coach Curriculum Coach	School-wide	October 10, 2012 January 16, 2013	Observations Monthly Writing Prompt Student Essays	Principal Assistant Principal Reading Coach Curriculum Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fours Square Books	Teacher/Student Resource	EESAC/PTA	\$800.00
			Subtotal: \$800.00
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: \$800.00

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:	Based on 2011 -2012 Cognos Attendance data, the average annual attendance rate is 97.33%, (619) the number of excessive absences is 100 students and the number of excessive tardies are 192 students.  Our goal for the 2012-2013 school year is to maintain the average attendance rate of 97.33%, (619) decrease the number of students with excessive absences by 2% to 95 students with excessive absences and the number of students with excessive tardies by 2% to 182 students with excessive tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.33% (619)	97.33% (619)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
100	95
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
100	95

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy patterns develop early on in the educational career of a student. Parents are not informed about district and school truancy and attendance policies.	Identify students with potential attendance issues or non-attendance patterns. Refer these students to the Attendance Review Committee (ARC) and the guidance counselor.  Utilize the Community Involvement Specialist to conduct home visits and maintain a Parent Resource Center with	MTSS/RTI Leadership Team	Monitor/Review: Attendance Review Committee  Logs and Meeting Notes  Home Visit Logs  Referrals for Attendance Related Issues	Cognos Attendance Data

		information to assist parents with attendance issues.		
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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
Attendance Intervention Plan	Attendance Intervention Plan	Counselor	School-wide	September 28, 2012	Cognos Data ARC Meetings	Principal Assistant Principal Guidance Counselor
Parent Attendance Workshop	K-5	Counselor Community Involvement Specialist	School-wide	September 10, 2012 November 19, 2012 January 14, 2013 March 11, 2013 May 13, 2013	Cognos Data ARC Meetings	Principal Assistant Principal Guidance Counselor
Opening of School Meeting/Attendance and ARC Policies	All Faculty and Staff	Principal Counselor	School-wide	August 16, 2012	Cognos Data ARC Meetings	Principal Assistant Principal Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Home Visits	CIS	Title I	\$500.00
Truancy Prevention	Incentives	PTA	\$500.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Based on 2011 -2012 Cognos Suspension data, There were a total of 4 students who received out -of-school suspensions.  Our goal for the 2012-2013 school year is to maintain suspension rate.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Faculty and staff will further develop awareness of prerequisite issues, whether off campus or on campus, that may result in infractions to the Code of Student Conduct (COSC) which warrants a suspension.	Provide faculty and staff with professional development that promotes proactive monitoring of student issues and behaviors.  In addition, provide character education to K-5 students.	Principal Assistant Principal Guidance Counselor	Student Case Management Referrals Monitor Students	Cognos Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct	All Faculty and Staff	Counselor	School-wide	October 31, 2012	Review of Data and Referrals Monitor Specific Students	Principal Assistant Principal Guidance Counselor
Progressive Discipline Plan	Faculty	Assistant Principal	School-wide	September 21, 2012	Review of Data and Referrals Monitor Specific Students	Principal Assistant Principal Guidance Counselor
Character Education Program	All Faculty and Staff	Counselor	School-wide	Ongoing	Review of Data and Referrals Monitor Specific Students	Principal Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Character Educations/Mentoring Program	5000 Role Models	5000 Role Models Organization	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A - Title 1 School, see PIP.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:



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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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
			<b>Grand Total: \$0.00</b>



## 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	Cross Curricular Text	Time for Kids	EESAC/PTA	\$500.00
Mathematics	Math Journal	Journal Notebooks	PTA/EESAC	\$800.00
Science	Field Trips (onsite and off-site)	Additional Hands-on Lab Inquiries	Magnet Budget	\$2,500.00
Science	Interactive Science Notebook	Science Journals	EESAC/PTA	\$800.00
Science	Science Camp/Science Club	Supplemental Tutoring/Hourly Salary	Magnet Budget	\$1,500.00
Writing	Fours Square Books	Teacher/Student Resource	EESAC/PTA	\$800.00
Suspension	Character Educations/Mentoring Program	5000 Role Models	5000 Role Models Organization	\$500.00
				Subtotal: \$7,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction and Small Group Instruction	Personnel	SBBS (School Base Budget System)	\$500.00
Reading	NGSSS/CCSS Resources	Personnel	SBBS (School Base Budget System)	\$500.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Instructional Resources	Materials	EESAC	\$1,000.00
Reading	Cross Curricular Content Based Text	Time for Kids	EESAC/PTA	\$500.00
Mathematics	NGSSS and DI	Personnel	Personnel Substitute Account	\$1,000.00
Science	NGSSS	Personnel	Substitute Account	\$2,500.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Instructional Resources	Materials	EESAC	\$1,000.00
Reading	Cross Curricular Content Based Text	Time for Kids	EESAC/PTA	\$500.00
Mathematics	NGSSS Instructional Resources	Materials	EESAC	\$1,000.00
Science	Magnet Marketing	Materials, Printing and Duplicating	Magnet Budget	\$1,000.00
Science	Science Lab Materials	Indoor/Outdoor Science Lab/ Science Camp/Science Club	Magnet Budget	\$2,200.00
Attendance	Home Visits	CIS	Title I	\$500.00
Attendance	Truancy Prevention	Incentives	PTA	\$500.00
				Subtotal: \$6,700.00
				Grand Total: \$20,100.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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 10/13/2012)

## 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
Reading Instructional Resources	\$1,000.00
Math and Science Instructional Resources	\$1,000.00

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

The SAC will continue to monitor, review and revise the School Improvement Plan, analyze data from baseline, midyear, interim and FCAT assessments, review the budget, monitor the status of technology at the school, and track the academic opportunities offered to the students.

# 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 CRESTVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	71%	74%	33%	247	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%	59%			118	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?	45% (NO)	52% (YES)			97	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					462	
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 CRESTVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	71%	81%	25%	248	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	61%			125	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?	64% (YES)	49% (NO)			113	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					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested