

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: LIBERTY CITY ELEMENTARY SCHOOL

District Name: Dade

Principal: Tamme Y. Williams

SAC Chair: Tyra Griffin

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Tamme Y. Williams	Music, School Principal	4	16	<p>Liberty City Elementary 2011-2012-D, AYP N, High Standards in Reading 36%, High Standards Math 42%, Learning Gains Reading 54%, Learning Gains Math 49%, Gains-Reading (Lowest 25%)-76%, Gains Math (Lowest 25%) 45%, AMO Reading- 52%, AMO Math- 52%</p> <p>Liberty City Elementary 2010-2011-C, AYP N, High Standards in Reading 60%, High Standards Math 73%, Learning Gains Reading 51%, Learning Gains Math 73%, Gains-Reading (Lowest 25%)-60%, Gains Math (Lowest 25%) 74%</p> <p>Liberty City Elementary 2009-2010-C, AYP N, High Standards in Reading 57%, High Standards Math 69%, Learning Gains Reading 55, Learning Gains Math 52%, Gains-Reading (Lowest 25%)- 57, Gains Math (Lowest 25%) 55</p> <p>Liberty City Elementary</p>

					<p>2008-2009 Grade A, AYP Y, High Standards Rdg 50, High Standards Math 50, Learning Gains-Reading 66, Learning Gains-Math 81, Gains-Reading Lowest 25%-81, Gains Math (Lowest 25%) 11%</p> <p>Martin Luther King Elementary 2007-2008 Not Graded Reading Mastery: (SAT) 36% Math Mastery: (SAT) 32%.</p>
Assis Principal	Miriam Walker	School Social Worker, Exceptional Student Education K-12, Educational Leadership K-12	1	1	<p>Norwood Elementary 2011-2012-A, AYP N, High Standards in Reading 63%, High Standards Math 74%, Learning Gains Reading 72%, Learning Gains Math 70%, Gains-Reading (Lowest 25%)-86%, Gains Math (Lowest 25%) 84%, AMO Reading- N/A, AMO Math- N/A</p> <p>Norwood Elementary 2010-2011-A, AYP N, High Standards in Reading 78%, High Standards Math 91%, Learning Gains Reading 73%, Learning Gains Math 78%, Gains-Reading (Lowest 25%)-73%, Gains Math (Lowest 25%) 82%</p> <p>Norwood Elementary 2009-2010-A, AYP Y, High Standards in Reading 74%, High Standards Math 83%, Learning Gains Reading 74%, Learning Gains Math 70%, Gains-Reading (Lowest 25%)-61%, Gains Math (Lowest 25%) 65%</p> <p>Norwood Elementary 2008-2009 Grade A, AYP N, High Standards Rdg 74%, High Standards Math 86%, Learning Gains-Reading 81%, Learning Gains-Math 79%, Gains-Reading (Lowest 25%)-59%, Gains Math (Lowest 25%)-82%</p> <p>Norwood Elementary 2007-2008 Grade A, AYP N, High Standards Rdg 67%, High Standards Math 75%, Learning Gains-Reading 69%, Learning Gains-Math 68%, Gains-Reading (Lowest 25%)-57%, Gains Math (Lowest 25%) 65%</p>

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	Elaine Rozier	Elementary Education, Reading K-12, ESOL Endorsed	3	2	<p>2011-2012-D, AYP N, High Standards in Reading 36%, High Standards Math 42%, Learning Gains Reading 54%, Learning Gains Math 49%, Gains-Reading (Lowest 25%)-76%, Gains Math (Lowest 25%) 45%, AMO Reading- 52%, AMO Math- 52%</p> <p>2010-2011-C, AYP N, High Standards in Reading 60%, High Standards Math 73%, Learning Gains Reading 51%, Learning Gains Math 73%, Gains-Reading (Lowest 25%)-60%, Gains Math (Lowest 25%) 74%</p> <p>2009-2010-C, AYP N, High Standards in Reading 57%, High Standards Math 69%, Learning Gains Reading 55%, Learning Gains Math 52%, Gains-Reading (Lowest 25%)-57%, Gains Math (Lowest 25%) 55%</p> <p>2008-2009-C, High Standards in Reading</p>

					42%, High Standards Math 70%, Learning Gains Reading 58%, Learning Gains Math 82%, Gains-Reading (Lowest 25%)-59%, Gains Math (Lowest 25%) 90%
					2007-2008-F, High Standards in Reading 32%, High Standards Math 57%, Learning Gains Reading 37%, Learning Gains Math 50%, Gains-Reading (Lowest 25%)-32%, Gains Math (Lowest 25%) 56%
Math	Dexter Saunders	Elementary Education, Educational Leadership K-12, ESOL Endorsed	2	9	<p>2011-2012-D, AYP N, High Standards in Reading 36%, High Standards Math 42%, Learning Gains Reading 54%, Learning Gains Math 49%, Gains-Reading (Lowest 25%)-76%, Gains Math (Lowest 25%) 45%, AMO Reading- 52%, AMO Math- 52%</p> <p>2010-2011-D, AYP N, High Standards in Reading 37%, High Standards Math 43%, Learning Gains Reading 56%, Learning Gains Math 64%, Gains-Reading (Lowest 25%)-68%, Gains Math (Lowest 25%) 66%</p> <p>2009-2010-D, AYP N, High Standards in Reading 32%, High Standards Math 42% Learning Gains Reading 55%, Learning Gains Math 66%, Gains-Reading (Lowest 25%)-68%, Gains Math (Lowest 25%) 70%</p> <p>2008-2009-D, High Standards in Reading 33%, High Standards Math 41%, Learning Gains Reading 53%, Learning Gains Math 60%, Gains-Reading (Lowest 25%)-68%, Gains Math (Lowest 25%) 69%</p> <p>2007-2008-C, High Standards in Reading 34%, High Standards Math 42%, Learning Gains Reading 58%, Learning Gains Math 71%, Gains-Reading (Lowest 25%)-68%, Gains Math (Lowest 25%) 73%</p>

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. Job embedded professional development opportunities will be provided through common planning time, teacher planning days and faculty meetings. Based on data reviewed there will be specific and focused professional developments on strategies to implement in order to increase the areas of deficiencies.	Administration and Grade Level Chair(s), RTI Leadership Team	06/01/2013	
2	2. Common planning time has been provided five days a week and Wednesday afternoon durin early release. Teachers have the opportunity to meet with grade level chairperson(s) once a week to plan, review the upcoming weeks lessons and benchmarks, review data, restructure groups, develop centers and provide professional development.	Administration and Grade Level Chairperson(s)	06/01/2013	
3	3. Professional Learning Communities (PLC) opportunities will be provided through Ready Schools PLC for new and early career teachers and Academic PLC's for teachers who need extra support in a specific subject area or want to share best practices.	Administration and Grade Level Chairperson(s)	06/01/2013	
4	4. Provide Coaching support within the classroom setting to model best practices strategies for instruction	Administration and Coaches	06/01/2013	

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
2 (Out of Field)	Specific professional development sessions and mentoring activities will be used to support the teachers. Comply with District Certification Requirements for Elem. Ed. The teachers will be partnered with grade-level Lead Teacher, as well as Curriculum Coaches, and will be assisted with grade-level curriculum planning.

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
29	17.2%(5)	44.8%(13)	20.7%(6)	17.2%(5)	41.4%(12)	100.0%(29)	17.2%(5)	3.4%(1)	62.1%(18)

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
Joe McIntosh	Jasmine Williams	Provide support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards	Classroom visits, Modeling lessons, Analyzing Data
Dexter Saunders	Denise Jackson	Provide support to the mentee by an experienced content area coach with outstanding knowledge of the grade level content, materials and methods that support high standards	Classroom visits, Modeling lessons, Analyzing Data

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other

Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

Liberty City Elementary will use supplemental funds from the District for improving basic education as follows:

- Training to certify qualified mentors for New Teacher (MINT) Program
- Training for add-on endorsement programs, such 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

ELL Programs- Liberty City Elementary School's population of English Language Learners (ELL) which is less than two percent, are provided services to ensure that all ELL students requiring additional remediation are assisted through after school programs or summer school.

Title III funds are use to supplement and enhance the programs for English Language Learners (ELL) by providing funds to support tutorial programs (K-5) parent outreach activities (K-5) Reading and supplementary instructional materials. Hardware and software for the development of language and literacy skills in Reading has been purchased for our school.

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 2011 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 Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Liberty City Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Liberty City Elementary seeks to decrease the violence in the lives of students by offering the following programs:

- 1) The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- 2) Training and technical assistance for elementary, middle, and senior high school teachers, administrators, 2)ounselors, and/or TRUST Specialists is also a component of this program.
- 3) TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises

Nutrition Programs

- 1) Liberty City Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state status, is taught through physical education.
- 3) Liberty City Elementary 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

Head Start programs are co-located in several Title I schools and/or communities. Liberty City Elementary Head Start Program is located at Dr. Martin Luther King, Jr. Primary Learning Center. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.
- 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.

Title IV-Safe and Drug-Free Schools Violence Prevention

The district receives funds for programs for Red Ribbon Week that support prevention in and around the school. The programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

The ALPHA program is also incorporated for the intermediate students to prevent drop-out prevention and the use of drugs.

Parental Involvement Program

Involves parents in the planning and implementing of the Title I Program and extends an open invitation to parents to visit the school's Parent Resource Center to inform parents of available programs, the No Child Left Behind Act, and other referral services.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Liberty City Elementary School Response to Instruction/Intervention (RtI) school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, Guidance Counselor, School Social Worker, School Psychologist and Instructional Staff Members.

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?

RtI is strategically developed to support the administration at Liberty City Elementary School through a process of problem solving as issues arise through an on-going, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into our school culture.

1. RtI Leadership is vital, therefore, team members consist of:

- Principal and Assistant Principal who will ensure commitment and allocate resources;
- Teachers and Coaches who share the common goal of improving instruction for all students;
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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

- Special Education Personnel
- School Guidance Counselor
- School Psychologist
- School Social Worker
- Member of the Advisory Group
- Community Stakeholders

There will be an on-going evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Liberty City Elementary emphasizes the use of on-going progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. This model provides an effective mechanism that is based on data, identifies student needs, and promptly delivers student interventions as well as job-embedded professional developments which targets these needs.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment 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.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Grade Level Chairperson(s):

Develops, leads, and evaluates school core content standards/ programs; Provides instructional support on the K-12 Reading Plan; Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and

data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Coaches also assist with instructional planning and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers and the counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Liberty City Elementary Schools Leadership team will follow the following steps to address how we can utilize the RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

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?

Principal: The principal supports the RTI school-based leadership initiative in efforts to impact student achievement. To ensure that the educational success of students, the principal uses effective data-based decision-making and navigates the interventions and implementation with fidelity through the school-based RTI Team. As a result, adequate professional development to support and document RTI implementation is provided. In addition, school staff and stake holders are informed of decisions and activities that surround the implementation of the RTI goals. This common vision is shared throughout the RTI leadership team and Ms. Williams serves as the overseer of the team. The RTI leadership Team is led by the principal and will meet on a monthly basis. During RTI meetings, student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students achieving mastery and struggling students. Additionally, the principal will have individual data chats aligned to instructional direction/support and professional development services that will assist and impact student achievement for teachers were students are not producing learning gains.

Instructional Reading Coach: The reading coaches support the RTI student education initiative through implementing reading instructional methodologies with fidelity. In addition, the coaches develop school-wide content instructional focus calendar (IFC) to address bridging instructional gap and student learning to improve student's academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs are the essential steps in developing the systematic pattern blueprint for the student achievement along with district personnel. The reading coaches are proficient in disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data; thus making them very valuable to the RTI leadership team.

Instructional Math Coach: The math coach support the RTI student education initiative through implementing math instructional methodologies with fidelity. In addition, the coach develops school-wide content instructional focus calendars (IFC) to address bridging instructional gap and student learning to improve student's academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs are the essential steps in developing the systematic pattern blueprint for the student achievement along with district personnel. The math coach is proficient in disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data; thus making them very valuable to the RTI leadership team.

Instructional Science Coach: The science coach support the RTI student education initiative through implementing science instructional methodologies with fidelity. In addition, the coach develops school-wide content instructional focus calendars (IFC) to address bridging instructional gap and student learning to improve student's academic proficiency. The science coach is proficient in disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data; thus making them very valuable to the RTI leadership team.

Instructors: The instructors support the RTI student education initiative and will provide information on core instruction, deliver high quality; research based instruction to Tier 1 students, and collaborates with other staff to implement Tier 2 instruction while integrating Tier 1 strategies during Tier 2 instruction and activities. Teachers will also help with collection and disaggregation of data.

School Psychologist: Assists in identifying systematic patterns of student's needs, collaborate with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, communicates with parents concerning the RTI process and identified needs of students. Assist and identify training needs of personnel and helping to obtain the relevant training for the team and stakeholders. The school psychologist help students and families assess services and programs that may be helpful. The school psychologist and social worker are important members of the RTI leadership team because they serve as liaisons between the school and the parents.

Student Teacher Support Team (ST2) Model

Our school has been designated as one of the Student Teacher Support Team (ST2) model schools, and as such, we emphasize the use of ongoing progress monitoring and focus interventions to target professional learning that meets the specific instructional need of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs. As a result, ST2 is critical to the success of the RTI leadership team for its contribution to the ongoing progress monitoring of the students successes. ST2 features school-based support that includes school psychologist, reading coaches, professional development specialist, and school site administrator. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

The RTI leadership team will meet with the administration, Educational Excellence School Advisory Council (EESAC), instructional coaches and teachers to develop the School Improvement Plan (SIP). The RTI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the leadership team will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
adjust the delivery of curriculum and instruction to meet the specific needs of students

- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop intervention.

Academic data will include:

- Baseline Data: Progress Monitoring and Reporting Network (PMRN) for FAIR Assessments, Florida Comprehensive Assessment Test (FCAT),
- Florida Assessments for Instruction in Reading (FAIR), FCAT benchmark assessments, student grades, school site specific assessments
- Mid-year: Florida Assessment for Instruction in Reading (FAIR), FCAT benchmark assessments, district interims, and Progress Monitoring and Reporting Network (PMRN)
- End of the Year: FAIR, FCAT, District Interims
- Frequency of Data Days: weekly data analysis; bi weekly and monthly for revamping of instructional focus in preparation of covering all annual assessed benchmarks

Behavior Data will include:

- Student case Management System
- Detention
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

Describe the plan to train staff on MTSS.

The RTI leadership is committed to implementing the instruction/intervention program initiative with fidelity. As result, professional development days have been selected and instituted into the professional development calendar to train the staff on the proper protocol and documentation of the program. In addition, the RTI through the monitoring of the implementation of the program will determine the availability of refresher training that will be offered to the faculty based upon individual evaluation. Creating the initial professional learning community (PLC) of the RTI leadership team, the Miami-Dade County Office of Professional Development will offer the following:

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

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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The school-based Literacy Leadership Team members and their roles are as follows:

Principal: Ms. Tamme Y. Williams
Assistant Principal: Ms. Miriam Walker
Grade Chair: Ms. Phillistin
Grade Chair: Ms. Rahming
Grade Chair: Ms. Griffin
Grade Chair: Ms. McIntosh
Math Coach: Mr. Saunders
Reading Coach: Mrs. Rozier
Reading Coach: Ms. Pierre
Teacher: Selena Williams
Teacher: Ms. Wilson-Salmon
Community Involvement Specialist (CIS): Ms. Daquin

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

The function of the Literacy Leadership Team (LLT) is to build capacity of reading knowledge within the school building and focus on areas of literacy concerns school-wide. The principal, assistant principal, grade level chairs, content area teachers, and community involvement specialist will meet at least once a month. In addition, the LLT will also attend grade level meetings to analyze student data and to ensure that student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students learning gains. Additionally, the principal will have individual data chats aligned to instructional direction/support and professional development services that will assist and impact student achievement for teachers where students are not producing learning gains.

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

The Literacy leadership team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the schools directional focus, the LLT Leadership team will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The LLT Leadership Team will

provide levels of support and interventions to students based on data.

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.

At Liberty City Elementary School, all kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed utilizing the Battelle Developmental Inventory Assessment. The BDI is a pre-post assessment focusing on five characteristics to include cognitive, personal/social, communication and motor skills. Additionally, students participate in the PELI Phonological Early Literacy Language Inventory during the months of October, January, and May focusing on letters, sounds, book concepts, rhyming, words, alliteration, word analysis and segmentation. The teacher communicates with pre-kindergarten parents throughout the school year to discuss academic, social and behavioral goals. In the spring, the school hosts individual transition meetings with all parents to discuss overall progress and review classroom assessments in order to determine placement and services for the kindergarten school year. Designated Instructional Staff members will utilize Houghton- Mifflin assessment three times a year to determine the readiness of pre-kindergarten students entering kindergarten. This information will be reported to parents, teachers, grade level chairperson(s), and administration are responsible for the implementation of strategies.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 21 % of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency at Level 3 by 14 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (33)	35% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. Students had difficulty understanding the stories and information contained within various texts	Teachers will model appropriate use of graphic organizers to develop a visual representation of the grade level text, for students to be able to analyze the information within. Instructional strategies include reciprocal teaching, modeling, and the use of Gradual Release model to enhance the effective implementation with a focus on Reading Application. Incorporate bell ringers to strengthen identified deficient secondary benchmarks that are in need of improvement	MTSS/RTI Leadership Team, Administration, Reading Coaches	Following the FCIM model, review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Additionally, review data reports after each assessment to ensure teachers are implementing strategy effectively. This process will be monitored by the RTI/LLT According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data.	Formative Baseline Assessment, Bi-Weekly Assessments, Florida Assessment in reading FAIR, Interim Assessment, Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency at Levels 4 and 5 by 6 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (21)	19% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of FCAT 2.0 Reading Test was Reporting Category : Literary Analysis. Students require additional practice in developing and utilizing critical thinking strategies	Provide lessons targeting critical thinking skills. Increased use of Informational and Non-fiction texts with students by implementing the use of articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret and organize information. Teachers will use higher order questioning strategies to promote critical thinking and creative thinking for deeper understanding of the text. Additionally incorporate bell ringers to strengthen identified deficient secondary benchmarks	MTSS/RTI Leadership Team, Administration, Reading Coaches	Review and analyze biweekly benchmark assessments, FAIR data, and the results of the district interim to ensure strategies are being implemented effectively. This process will be monitored by the RTI/LLT According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students'	Formative Baseline Assessment, Bi-Weekly Assessments, Florida Assessment in reading FAIR, Interim Assessment, Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 54% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 10 percentage points to 64%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (50)	64% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Students had difficulty identifying advanced word/phrase relationships and understanding their meaning. Additionally, more practice with context clues is also needed.	Provide mini-lessons that emphasize strategies for deriving word meanings (i.e. vocabulary word maps); and more practice with affixes, root words, synonyms and antonyms. Additional practice will be provided for students to analyze words using a context meaning approach; students will be able to determine the meaning of unknown words	MTSS/ RTI Leadership Team, Administration, Reading Coaches	Review pacing guide and lesson plans. Classroom Observations Class and individual students tracking of Interim/Monthly Assessment Goals Conduct student and teacher data chats According to data, identify weaknesses in whole group and small group instruction to prescribe intervention based on students' data.	Formative Baseline Assessment, Bi-Weekly assessments, Interim Assessments, and FAIR Summative-2013 FCAT2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 76% of students in the lowest 25 percent achieved learning gains. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25 percent making learning gains by 5 percentage points to 81%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (N<30)	81% (N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text/Research Process. The students had difficulty locating and analyzing details within a variety of text, and drawing conclusions.	Reading teachers will use graphic organizers (i.e. note taking and summarizing) to assist the students with understanding how to synthesize details and support their answers. Additionally, increase the use of informational text across the school-site and across curriculum to ensure use of information and research outside of classroom.	MTSS/RTI Leadership Team, Administration, Reading Coaches	Review data reports after each assessment to ensure teachers are implementing strategies effectively. This process will be monitored by the RTI/LLT According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data.	Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, FAIR, Accelerated Reader/STAR Reports Summative: 2013 FCAT 2.0 Reading Assessment

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

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

	52	57	61	65	70	
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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:

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 Reading FCAT 2.0 indicates that 63 percent of students in grades 3 thru 5 in the Black subgroup did not make satisfactory progress in the area of Reading. Therefore, 36% of students met proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency in the Black subgroup by 19 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 36% (53)	Black: 55% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Reading FCAT 2.0 indicates that 36 percent of students in grades 3 thru 5 in the Black subgroup did not make satisfactory progress in the area of Reading. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literary Analysis. Students require additional practice in developing and utilizing critical thinking strategies	Provide lessons targeting critical thinking skills. Increased use of Informational and Non-fiction texts with students by implementing the use of articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret and organize information. Teachers will use higher order questioning strategies to promote critical thinking and creative thinking for deeper understanding of the text. Additionally incorporate bell ringers to strengthen identified deficient secondary benchmarks.	MTSS/ RtI/ Leadership Team, Administration, Reading Coaches	Review data reports after each assessment to ensure teachers are implementing strategy effectively This process will be monitored by the RTI/LLT According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data.	Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, FAIR, Accelerated Reader Reports Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 Reading FCAT 2.0 indicates that 73 percent of students in grades 3 thru 5 in the Students with Disabilities (SWD) subgroup did not make satisfactory progress in the area of Reading. Therefore, 27% of students met proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency in the Students with Disabilities subgroup by 21 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (4)	48% (8)

Problem-Solving Process to Increase Student Achievement

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63 percent of students in grades 3 through 5 in the Economically Disadvantaged subgroup did not make satisfactory progress on the FCAT 2.0 Reading test. Therefore, 36% of students met proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency in the Economically Disadvantaged subgroup by 20 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (57)	56% (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 area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis-	Provide students with how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles,	MTSS/RTI Leadership Team, Administration, Reading Coaches	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Review data	Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim

1	Fictional/Non-fictional. The students demonstrated limited mastery of skills necessary to analyze text features (literary) glossary, heading, charts, graphs, diagrams, Fictional and Non-fictional text.	headings, charts, graphs, diagrams, etc). to locate, interpret and organize information Reading teachers will teach students to graphically depict comparison-and-contrast relationships to help understand them. Additionally, reciprocal reading activities/chart will be utilized to determine character plot development, setting conflict, resolution, theme and other literary elements. Teachers will emphasize identifying words and clue words that signal relationships.	reports after each assessment to ensure teachers are implementing strategy effectively This process will be monitored by the RTI/LLT According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data.	Assessment, FAIR, Accelerated Reader/STAR Reports Summative: 2013 FCAT 2.0 Reading Assessment
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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
Vocabulary Enhancement	K-5	Grade Level Chairpersons/ Reading Coach	PLC by Grade Level	Weekly Collaboration	Classroom walkthroughs and instructional checklist	Administration
HOT/Common Core State Standards Text Complexity Trainin	K-5	Grade Level Chairpersons/ Reading Coach	School-wide	August 16, 2012; Every other Wed. at 2: 15pm beginning August 2012	Classroom walkthroughs and instructional checklist	Administration
Foundational Reading Skills Training (Saxon)	K-5	Grade Level Chairpersons/ Reading Coach	School-wide	TBA	Classroom walkthroughs and instructional checklist	Administration

Reading 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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Our goal for the 2012-2013 school year is to increase the number of students in grades 3-5 who score proficient in the area of Listening/Speaking on the CELLA Assessment to 50%.			
2012 Current Percent of Students Proficient in listening/speaking:					
27% (3)					
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 ELL students require additional opportunities to participate in oral language and meaningful conversation with their peers, and to express their own ideas and thoughts.	Teachers will instruct students to produce language in response to first-hand multi-sensorial experiences. Students' ideas and their language will be used in conversation to express thoughts and ideas, instructed through modeling and teacher-led groups.	LEP Committee, MTSS Leadership Team, Administration	Review various data and assessment reports, and monitor that teachers are integrating and implementing ESOL strategies effectively into the Reading/Language Arts block	Summative: 2013 Spring CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		Our goal for the 2012-2013 school year is to increase the number of students in grades 3-5 who score proficient in the area of Reading on the CELLA Assessment to 50%.			
2012 Current Percent of Students Proficient in reading:					
27% (3)					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students had difficulty reading and understanding information within various texts.	Teachers will guide students in reading fiction, nonfiction and informational text, and in identifying the difference. Vocabulary will also be introduced to students with pictures and print, making predictions and a picture walk of the story prior to reading. Pictures should be faded for long term comprehension and retention. Students will also be taught reading selections at an independent level that does not frustrate the student. Students must have continuous review/practice when learning reading concepts.	LEP Committee, MTSS Leadership Team, Administration	Review various data and assessment reports, and monitor that teachers are integrating and implementing ESOL strategies effectively into the Reading/Language Arts block	Summative: 2013 Spring CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal for the 2012-2013 school year is to increase the number of students in grades 3-5 who score proficient in the area of Writing on the CELLA Assessment to 25%.

2012 Current Percent of Students Proficient in writing:

10%
(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have difficulty expressing ideas and thoughts in written form. Also, limited language and vocabulary requires additional assistance	Teachers will have ELL students use dialogue journals, to expose students to written conversation in which the students and teacher communicate regularly and carry on private conversations. When writing, ELL students will plan a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and or/opinions to develop focus and elaboration.	LEP Committee, MTSS Leadership Team, Administration	Review various data and assessment reports, and monitor that teachers are integrating and implementing ESOL strategies effectively into the Reading/Language Arts block.	Summative: 2013 Spring CELLA Assessment

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011 FCAT Mathematics Test indicate 32% of students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase Level 3 student proficiency by 2 percentage point to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(50)	42%(66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test showed that students scored lowest in the following Content Areas: Grade 3- Number: Fractions, Grade 4- Geometry/Meanurement and Grade 5-Expressions and Equations. The deficiency is due to limited conceptual understanding, using examples of real-world problems requiring exploration and critical thinking skills.	<p>Provide data to create differentiated learning groups of students to allow strategic focus and instruction on identified weaknesses.</p> <p>Utilize interactive math journals for consistent practice of school-wide problem solving protocol and math vocabulary.</p> <p>Utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding.</p> <p>Implement differentiated instruction during math block to target deficient skills of tier 2 and tier 3 students.</p> <p>Provide common planning time to share best practices and reflect on additional needs to adjust instructional strategies.</p> <p>Incorporate bell ringers to strengthen identified deficient secondary benchmarks that are need of improvement.</p>	MTSS/RTI Leadership Team, Administration, Math Coach	<p>Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data.</p> <p>This process will be monitored by the RTI/LLT</p> <p>According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data</p>	<p>Formative: Bi-weekly assessments; District interim data reports; student authentic work</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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 Math Test indicate that 9% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency at (Level s 4 and 5) by 4 percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (14)	13% (21)

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 areas of deficiency as noted on the 2012administration FCAT2.0 Math test showed that students scored lowest in the following Content Areas: Grade 3-Number: Fractions, Grade 4-Geometry/Meanurement, and Grade 5-Expressions and Equations. The deficiency is due to limited classroom opportunities to develop exploration and inquiry-based activities.	<p>Create differentiated learning groups of students to allow strategic focus and instruction, along with opportunities for students to engage in mathematical discourse and real- world problem solving activities.</p> <p>Utilize interactive math journals for consistent practice of school-wide problem solving protocol and math vocabulary.</p> <p>Implement differentiated instruction during math block to target deficient skills of tier 2 and tier 3 students.</p> <p>Provide common planning time to share best practices and reflect on additional needs and adjust instructional strategies.</p>	MTSS/RTI Leadership Team, Administration, Math Coach	<p>Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data.</p> <p>This process will be monitored by the RTI/LLT</p> <p>According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data.</p>	<p>Formative: Bi-weekly assessments; District interim data reports; student authentic work</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

	Incorporate bell ringers to strengthen identified deficient secondary benchmarks that are need of improvement.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Math Test indicate that 49% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase the students making learning gains by 10 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (45)	59% (54)

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 areas of deficiency as noted on the 2012 administration FCAT 2.0 Math test showed that students scored lowest in the following Content Areas: Grade 3- Number Fractions, Grade 4- Geometry/ Measurement, and Grade 5- Expressions and Equations. With Fractions, the deficiency is due to limited classroom opportunities to develop exploration	Students will be provided with concrete real-world examples by infusing literacy into the Mathematical instructional block. Additionally, students will utilize interactive math journals with manipulatives to show transfer of mathematical theory to practical application. Implement differentiated	MTSS/RTI Leadership Team, Administration, Math Coach	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data. Review data reports after each assessment to ensure guided and differentiated instruction. This process will be monitored by the RTI/LLT	Formative: Bi-weekly assessments; District interim data reports; student authentic work Summative: 2013 FCAT 2.0 Mathematics Assessment

and inquiry-based activities. In the areas of Geometry/Measurement, and Expression and Equations, there was limited usage of application skills in relation to concrete understanding of the concept.	instruction during math block to target deficient skills of tier 2 and tier 3 students. Provide common planning time to share best practices and reflect on additional needs. Incorporate bell ringers to strengthen identified deficient secondary benchmarks that are need of improvement	According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Math Test indicate that 45% of students scoring in the lowest 25 percent achieved learning gains. Our goal for the 2012-2013 school year is to increase the students in the lowest 25 percent making learning gains will increase by 10 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(N<30)	55%(N<30)

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Math test showed that students	Utilize data to identify lowest performing students in grade 3-5. Enhance tutorial program with targeted instruction	MTSS/RTI Leadership Team, Administration, Math Coach	Review bi weekly data reports after each assessment to ensure teachers are implementing strategies	Formative: Bi-weekly assessments; District interim data reports;

1	<p>scored lowest in the following Content Areas: Grade 3-Number Fractions, Grade 4-Geometry/ Measurement, and Grade 5- Expressions and Equations. Limited use of effective manipulative tools and hands-on materials contributed to the deficiencies.</p>	<p>aligned to meet the specific needs of the students in the areas of Number Fractions, Geometry/ Measurement and Expressions and Equations. Students will utilize interactive math journals.</p> <p>In addition, provide tutoring sessions before and/or after school. Provide contexts for mathematical exploration, in Grades 3-5 in their targeted deficient areas, and allow students opportunities for practice and demonstration, supporting the use of manipulatives.</p> <p>Implement differentiated instruction during math block to target deficient skills of tier 2 and tier 3 students. Provide common planning time to share best practices and reflect on additional needs.</p> <p>Incorporate bell ringers to strengthen identified deficient secondary benchmarks that are in need of improvement.</p>	<p>effectively</p> <p>This process will be monitored by the RTI/LLT</p> <p>According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data</p>	<p>student authentic work</p> <p>Summative: 2013 FCAT Mathematics Assessment</p>
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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%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	<p>The results of the 2012 Math FCAT 2.0 indicate that 58% of students in grades 3 thru 5 in the Black subgroup did not make satisfactory progress in the area of Math. Therefore, 42% of students met proficiency.</p> <p>Our goal for the 2012-2013 school year is increase the students achieving proficiency in the Black subgroup by 14 percentage points to 56%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Blacks: 42% (62)	Blacks: 56% (83)

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Math test showed that students scored lowest in the following Content Areas: Grade 3-Number Fractions, Grade 4-Geometry/ Measurement, and Grade 5- Expressions and Equations. With Fractions, the deficiency is due to limited classroom opportunities to develop exploration and inquiry-based activities. In the areas of Geometry/Measurement, and Expression and Equations, there was limited usage of application skills in relation to concrete understanding of the concept.</p> <p>Limited use of effective manipulative tools and hands-on materials contributed to the deficiencies</p>	<p>Students will be provided with concrete real-world examples by infusing literacy into the Mathematical instructional block.</p> <p>Additionally, students will utilize interactive math journals with manipulatives to show transfer of mathematical theory to practical application.</p> <p>Implement differentiated instruction during math block to target deficient skills of tier 2 and tier 3 students.</p> <p>Provide common planning time to share best practices and reflect on additional needs.</p> <p>Incorporate bell ringers to strengthen identified deficient secondary benchmarks that are need of improvement.</p>	MTSS/RTI Leadership Team, Administration, Math Coach	<p>Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data.</p> <p>Review data reports after each assessment to ensure guided and differentiated instruction.</p> <p>This process will be monitored by the RTI/LLT</p> <p>According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data.</p>	<p>Formative: Bi-weekly assessments; District interim data reports; student authentic work</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	n/a
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 Math FCAT 2.0 indicates that 58% of students in grades 3 thru 5 in the Economically Disadvantaged subgroup did not make satisfactory progress in the area of Math. Therefore, 42% of students met proficiency. Our goal for the 2012-2013 school year is increase the number of students achieving proficiency in the Economically Disadvantaged subgroup by 14 percentage points to 56%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (66)	56% (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
1	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Math test showed that students scored lowest in the following Content Areas: Grade 3-Number Fractions, Grade 4-Geometry/ Measurement, and Grade 5- Expressions and Equations. With Fractions, the deficiency is due to limited classroom opportunities to develop exploration and inquiry-based activities. In the areas of Geometry/Measurement, and Expression and Equations, there was limited usage of application skills in relation to concrete understanding of the concept. Limited use of effective	Students will be provided with concrete real-world examples by infusing literacy into the Mathematical instructional block. Additionally, students will utilize interactive math journals with manipulatives to show transfer of mathematical theory to practical application. Implement differentiated instruction during math block to target deficient skills of tier 2 and tier 3 students. Provide common planning time to share best practices and reflect on additional needs.	MTSS/RTI Leadership Team, Administration, Math Coach	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data. Review data reports after each assessment to ensure guided and differentiated instruction. This process will be monitored by the RTI/LLT According to data, identify weaknesses and test taking skills, whole group and small group instruction to prescribe intervention based on students' data	Formative: Bi-weekly assessments; District interim data reports; student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment

manipulative tools and hands-on materials contributed to the deficiencies.

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
Increasing Mathematics Achievement Through Differentiated Instruction and Effective Use of Manipulatives Training	K-5	Grade Level Chairpersons	School-wide	TBA	Classroom modeling and walkthroughs; Instructional checklist	Math Coach; Administration
HOT/ Common Core	K-5	Grade Level Chairpersons	School-wide	August 16, 2012; Every other Wed. at 2: 15pm	Classroom modeling and walkthroughs; Instructional checklist	Administration

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Our goal for the 2012-2013 school year is to increase the students proficiency at Level 3, by 6 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(4)	15%(7)

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Science test indicate that students achieving proficiency at level 3 need improvement in the area of Physical Science. Students need additional exposure to instructional strategies and activities that increase rigor through inquiry-based learning in Physical Science during scheduled weekly labs.	Provide students the opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on activities and classroom discussion to reinforce the Scientific Processing Skills. To allow students to engage, explore, explain, extend, and evaluate content in the field of Physical Science.	MTSS/RtI Leadership Team	Administrators will monitor work samples from on-going classroom investigations focusing on Physical Science. Also, school-based assessments and Interims Review data reports will be monitored and reviewed after each assessment to ensure adequate progress is being made and ensure adjustments are made, if needed, for guided and differentiated instruction. This process will be monitored by the RTI/LLT	Formative-Benchmark Assessments Bi-Weekly Assessments District Interim Summative-2013 FCAT 2.0 Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 2 percent of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the students achieving proficiency at (Levels 4 and 5) by 3 percentage points to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1)	5% (2)

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	It is evident that students in Grade 5 achieving proficiency level 4 and 5 in Science 2.0 FCAT had difficulty with developing and analyzing experiments, incorporating technology into their science experiments and manipulating data.	Students will be provided with additional inquiry-based instruction in the areas of Nature of Science and Physical Science. Students will be provided with opportunities to use technology based learning activities, daily science vocabulary, lab reports and science journals to explain and write about their results and their experiences. Science teachers will engage students in hands-on real-world applications through projects and activities which incorporate an interdisciplinary approach through teaching and learning utilizing the Next Generation Sunshine State Standards, and integrating Science and Math using STEM approach	MTSS/RtI Leadership Team	The administration will review student work folders and journals to ensure that there is evidence of inquiry based learning activities focusing on Nature of Science and Physical Science. They will also monitor school based assessments and Interims to ensure adequate progress is being made and adjust instruction/ enrichment activities if needed.	Formative: District Baseline and Interim Assessments, school based projects and Bi-weekly Benchmark Assessments Summative: 2013 FCAT2.0 Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Math and Science (STEM)/CTE Collaboration Training	4th/5th Grade Teachers	Grade Level Chairpersons	4th/ 5th Grade Teachers	TBA	Grade level planning sessions, data chats, and classroom walkthroughs	Grade Chairperson(s), Administration
Bridging Writing Cross Curriculum Workshop	4th/5th Grade Teachers	Grade Level Chairpersons	4th/ 5th Grade Teachers	TBA	Grade level planning sessions, data chats, and classroom walkthroughs	Grade Chairperson(s), Administration
Hands-on Science Training	4th/5th Grade Teachers	District Support Personnel	4th/ 5th Grade Teachers	Collaborative planning meetings; Professional Development Days	Grade level planning sessions, data chats, and classroom walkthroughs	Grade Chairperson(s), Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-On Science Projects and Exploration	Consumable Science Lab Materials	Basic	\$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

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that 71% of students in Grade 4 scored at achievement level 3.0 or higher. Our goal for the 2012-2013 school year is to increase the students scoring at achievement level 3.0 or higher by 3 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (35)	74% (36)

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	It is evident that students in grade 4 demonstrated weaknesses in conventions, editing, and supporting details with only 73 percent scoring at level 3 and above.	During writing instruction, teachers and students will preview anchor papers focusing on conventions to compare proficiency levels in order to build writing skills by exposing students to various genres of writing. Students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and or/opinions to develop focus and elaboration.	RtI Leadership Team, Grade Level Chairs	Administer and score students' monthly writing prompts to monitor student's progress and to adjust focus. Review writing samples monthly to ensure teachers are implementing strategies effectively and adjust focus, sentence structure, punctuation, and language mechanics	Formative: District Baseline data and monthly writing prompts Pre and Post District Writing Prompts. Summative: 2013 FCAT 2.0 Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Best Practices in Developing Effective Writers	Grade 4	Fourth Grade	Fourth Grade Teachers(s)	Bi-weekly Prompts Monthly student writing reviews training during Grade level meetings	Administration and Grade Level Chairs will meet monthly to monitor student progress and the effectiveness of the writing instruction. During monthly data chats with Principal.	Grade Level Chairperson will monitor the students' scores on monthly writing assessments. Students writing journal to document the use of techniques
Bridging Writing Cross Curriculum Workshop	K-5	Grade Level Chairpersons	K - 5 Teachers	TBA	Administration and Grade Level Chairs will meet monthly to monitor student progress and the effectiveness of the writing instruction. During monthly data chats with Principal.	Grade Level Chairperson will monitor the students' scores on monthly writing assessments. Students writing journal to document the use of techniques

Writing Budget:

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

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase the attendance rate to 95.49 percent by creating an environment in our school where students, parents, faculty and community members feel welcome and appreciated. In addition, our goal is to minimize absences due to illnesses and truancy. Finally, our goal for this year is to decrease the percentage of students with unexcused absences to by 3% to 185 students
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.99% (435)	95.49% (437)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
200	190
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
123	117

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	Parents are not sending notes to school, and need improvement in understanding and following daily attendance rules and guidelines regarding the MDCP-S District Attendance Policy and the school attendance program.	Identify and refer parents and students who may have developed poor attendance habits to the Attendance Review Committee .Provide information to parents, reviewing the attendance guidelines and procedures throughout the year with parents Continue to seek outside agency support to assist families in need of support in the home environment to included resources in the community.	Administration/ Community Involvement Specialist (CIS)/Attendance Committee/Clerical Team/Counselor	The Counselor and Administrators will monitor the daily attendance bulletin and contact parents of students with unexcused absences. Administration, Counselor, Clerical Team Members, Attendance Review Committee	Previewing the School's Cognos Report, Electronic Grade Book and School's Daily Attendance Roster
	Parents and students are arriving to school late, after the school has started.	Identify and refer parents and students who may have developed poor attendance habits to	Administration/ Community Involvement Specialist (CIS)/Attendance	The Counselor and Administrators will monitor the daily attendance bulletin and contact parents of	Previewing the School's Cognos Report, Electronic Grade Book and School's Daily

2	the Attendance Review Committee .Provide information to parents, reviewing the attendance guidelines and procedures throughout the year with parents. Continue to seek outside agency support to assist families in need of support in the home environment to included resources in the community.	Committee/Clerical Team/Counselor	students with unexcused absences. Administration, Counselor, Clerical Team Members, Attendance Review Committee	Attendance Roster
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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 Procedures and Guidelines	KG-5	Counselor	School-Wide	September 2012- June 2013/ monthly	Clerical, teachers, Counselors, and Community Involvement Specialist (CIS) , Assistant Principal	Administration and Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Attendance Recognition Program	Provide incentives for students with improved attendance	EESAC	\$200.00
			Subtotal: \$200.00
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: \$200.00

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:	There were a total number of 13 outdoor suspensions during the 2011-2012 school year. Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions to 12.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9	8

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to recognize positive student behavior is necessary in order to ensure a continued decline in student incidents.	Utilize the Student Code of Conduct and the School wide Discipline Plan to remediate discipline issues before they escalate into larger problems. Provide incentives for compliance through the use of Elementary SPOT Success Recognition program and Improved Attendance awards. Implement the Lion's Den Detention Center for one day a week Detention Hall after school for problem behavior.	Administration Team	Monitor Spot Success report by grade level and on student outdoor suspension rate. This process will be monitored by the administrative team and the counselor Monitor Student Case Management Referrals	Participation Log for the students who are recognized for complying with the Student Code of Conduct and the School-wide Discipline Plan End-Of-Year Suspension Rate Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Elementary Code of Student Conduct	Grade K-5	Grade K-5	School-Wide	August 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT Success monthly report	Administration, Counselor (Student Services Personnel), Clerical Team, Grade Chairperson(s)

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	n/a
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
Parent Academy/Parent Activities	Parent Resource Center	EESAC	\$100.00
			Subtotal: \$100.00
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: \$100.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The results of the 2012 FCAT 2.0 Science Test indicate that 11% of 5th Grade students met proficiency; and, the results of the 2012 FCAT 2.0 Math Test indicate that 41% of students in Grades 3-5 met proficiency. Our goal for the 2012-2013 school year is to increase Science proficiency by at least 9 percentage points to 20%, and increase Math proficiency by at least 14 percentage points to 55%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional opportunities for hands-on discovery and exploratory learning experiences integrating Science and Math	Teachers will provide instruction focusing on the problem-solving process, engaging students through science discovery, exploration and hands-on experiments. Students will analyze and interpret data, engage in arguments to cite evidence and support findings, and design solutions.	Science Coach, Math Coach, MTSS/ RTI Leadership Team	Administrators will monitor school-based assessments to ensure adequate progress and modify instruction or enrichment activities if needed, use a Rubric to monitor the steps of the engineering/design process for STEM, and common planning for teachers to monitor the curriculum.	Formative: District Baselines and Interim Assessments, Bi-Weekly Benchmark Assessments Summative: 2013 FCAT 2.0 Science Assessment and 2013 FCAT 2.0 Math Assessment

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Hands-On Science Projects and Exploration	Consumable Science Lab Materials	Basic	\$500.00
Attendance	Student Attendance Recognition Program	Provide incentives for students with improved attendance	EESAC	\$200.00
Parent Involvement	Parent Academy/Parent Activities	Parent Resource Center	EESAC	\$100.00
				Subtotal: \$800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 11/7/2012)

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
Student/Teacher Academic Programs	\$1,300.00

Parent Academy/Parental Involvement Activities	\$100.00
Attendance Incentives	\$192.00

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

Liberty City Elementary School Advisory Council will play an active role in reviewing and approving the School Improvement Plan, as well as monitoring the strategies outlined in the school's SIP. The School Advisory Council will also monitor the implementation of the School Improvement Plan throughout the school year. When needed, the School Advisory Council will make any necessary adjustments in the strategies to improve student achievement school-wide. The School Advisory Council will meet to discuss the SIP, promote programs which impact student achievement as well as building connections with our members within our community, with fidelity.

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 LIBERTY CITY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	73%	91%	16%	240	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	51%	61%			112	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	73% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					485	
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 LIBERTY CITY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	69%	76%	28%	230	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	52%			107	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?	57% (YES)	55% (YES)			112	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					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested