FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: AVOCADO ELEMENTARY SCHOOL

District Name: Dade

Principal: Crystal Coffey

SAC Chair: Mayda Lugo

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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	Crystal Coffey	Elementary Education, West Virginia Wesleyan College M.S.- Educational Leadership, Nova Southeastern University Educational Leadership certification, Florida Department of Education	3	14	'12 '11 '10 '09 '08 School Grade D D High Standards Rdg. 45 54 59 46 47 High Standards Math 45 74 75 49 47 Lrng Gains-Rdg. 23 51 Lrng Gains-Math 61 47 Gains-Rdg-25% 58 53 Gains-Math-25% 54 57
		B.S.- Elementary Education,			

| Assis Principal | Victoria Bourland | Florida International University; M.S. in Mathematics Education, Florida State; Educational Leadership Certification, ESOL Endorsement | 3 | 8 | '12 '11 '10 '09 '08
School Grade D C
High Standards Rdg. 45 54 59 40 47
High Standards Math 45 74 75 41 48
Lrng Gains-Rdg. 16 52
Lrng Gains-Math 56 62
Gains-Rdg-25% 61 71
Gains-Math-25% 64 73 |

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)
N/A					

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. New teachers are assigned to the Professional Growth Team (PGT).	Principal	On-going	
2	2. Principal meets new teachers on a regular basis.	Principal	On-going	
3	3. 3. New teachers are assigned Mentor Teachers	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1- Out of Field 0- Not Highly Effective	PD Courses will be completed. Support being provided by peer teacher.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	2.2%(1)	4.3%(2)	39.1%(18)	54.3%(25)	39.1%(18)	87.0%(40)	6.5%(3)	6.5%(3)	78.3%(36)

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
Pamela Montgomery	N/A	Mentor is MINT trained and an experienced teacher.	Assist teacher with planning and instruction.
Cammy Ramirez	N/A	Mentor is National Board Certified and MINT trained.	Assist teacher with planning and instruction.
Maureen Lewars	N/A	Mentor has various leadership roles, is obtaining her doctorate degree, and is MINT trained.	Assist teacher with planning and instruction.

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

Avocado Elementary School provides students with additional remediation through extended learning opportunities after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program at Avocado Elementary School include an extensive Parental Program;; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language
Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs (K-3)
• parent outreach activities (K-3)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers (K-3)
• reading and supplementary instructional materials (K-3)
• hardware and software for the development of language and literacy skills in reading, mathematics and science, is
purchased for
• selected schools to be used by ELL and immigrant students (K-12, RFP Process)

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

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. 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
and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored
by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless
shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings
and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Safe and Drug-Free Schools Program at Avocado Elementary addresses violence and drug prevention and intervention
services for students through curriculum implemented by classroom teachers and the counselor. Training and technical
assistance for elementary teachers, administrators, and counselors is also a component of this program.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

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

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

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/ RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

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

Principal
Assistant Principal
Reading Liaison
Mathematics Liaison
Exception Student Education (ESE) Teacher
Technology Specialist
Student Support Services
School psychologist
School social worker
EESAC Chairperson

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

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

The MTSS/RtI Leadership Team at Avocado Elementary will meet bi-monthly to review student progress. Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.

In addition, administration will also monitor the implementation of RtI to ensure compliance with intervention and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

The Itinerant Reading Coach will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1,Tier 2, and Tier 3 intervention plans.

Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.

The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns

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

The Educational Excellence School Advisory Committee (EESAC) Chairperson serves as a member of the MTSS/RtI Leadership Team and School Improvement Plan (SIP) writing team. One other member of the MTSS team also serves on the EESAC Committee. Grade level chairpersons will gather data and other relevant information from teachers to utilize in the development of the SIP. The administration will monitor the fidelity of the delivery of instruction and interventions based on data as well as provide support as needed.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
Adjust the delivery of curriculum and instruction to meet the specific needs of students
Adjust the delivery of behavior management system
Adjust the allocation of school-based resources
Drive decisions regarding targeted professional development
Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:
Academic
FAIR assessment
SuccessMaker
Interim assessments
State/Local Math and Science assessments
FCAT
Student grades
School site specific assessments
Behavior
Student Case Management System
Detentions
Suspensions/expulsions
Referrals by student behavior, staff behavior, and administrative context
Office referrals per day per month
Team climate surveys
Attendance
Referrals to special education programs
Office referrals per day per month
Team climate surveys
Attendance
Referrals to special education programs

Describe the plan to train staff on MTSS.

Professional development will include training for all staff in the RtI problem solving at Tiers 1, 2 and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan;

Describe the plan to support MTSS.

Support will include providing support for school staff to understand basic RtI principles and procedures as well as providing a network of ongoing support through the counselor and select teachers.

Literacy Leadership Team (LLT)

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

Principal- Crystal Coffey
Assistant Principal- Victoria Bourland
Reading Liaisons- Carmen Johnson, Jacqueline Rodriguez, Maureen Lewars
Grade Level Chairpersons- Alicia Mullings, Cassandra Pamphile, Mayda Lugo, Pamela Montgomery

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

The purpose of the Avocado Elementary Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet once a month.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide necessary resources to the LLT. The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

In addition, the LLT will review universal screening data and link information to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum.

The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, SuccessMaker and reading contests.

The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP.

The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

At Avocado Elementary School, "Transition to Kindergarten" packets are provided to all neighborhood day cares and pre-kindergarten centers for distribution to all parents of incoming Kindergarten students. A transition to Kindergarten meeting will be held at the end of the school year in order to inform parents of what to expect when their child(ren) is in Kindergarten. In addition, all incoming Kindergarteners are assessed using the Print/Letter Knowledge and the FLKRS state assessment along with the Florida Assessment for Instruction in Reading (FAIR). Data collected from these assessments will be used to plan instructional and intervention programs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Mid-year and end-of year assessments will be used to determine student progress and learning gains and modify instruction as needed.

*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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

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:	Reading Goal #1A: The results of the 2012 FCAT 2.0 Reading assessment indicate that 27% of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (46)	32% (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 area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Reporting Category 2- Reading Application Students have limited opportunities to practice identifying main idea, author's purpose and cause and effect.	Use SuccessMaker, Waterford and other grade level appropriate texts that include identifiable author's purpose for writing, stated or implied main idea and causal relationships.	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: FAIR, mini Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker and Waterford Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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:	Reading Goal #2A: The results of the 2012 FCAT 2.0 Reading assessment indicate that 18% of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (30)	20% (34)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Reporting Category 2- Reading Application Students have limited opportunities to practices summarizing, and identifying author's purpose.	Provide a variety of enrichment instructional strategies and activities that include reciprocal teaching and question-answer relationships, questioning the author and summarizing.	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: FAIR, mini Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker and Waterford Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	
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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	
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 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 # 5A : 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
	48	53	57	62	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading assessment indicate 43%of Hispanics students and 53% of the White students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of Hispanic students achieving proficiency (Level 3) by 7 percentage points to 50%. Our goal for the 2012-2013 school year is to increase the percentage of White students achieving proficiency (Level 3) by 22 percentage points to 75%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53% (10) Black: Hispanic: 43% (52) Asian: American Indian:	White: 75% (14) Black: Hispanic: 50% (61) Asian: American Indian:

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 for both the Hispanic and White subgroups as noted on the 2012 FCAT 2.0 Reading was Reporting Category 4- Informational Text/Research Process Read informational text and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	Utilize real-world documents such as, how-to articles, brochures, fliers, and use text features to locate, interpret, and organize information in cooperative learning groups	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: FAIR, mini Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker and Waterford Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reading Goal #5D: The results of the 2012 FCAT 2.0 Reading assessment indicate 39% of SWD students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of SWD students achieving proficiency (Level 3) by 5 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (24)	44% (27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for the SWD subgroup as noted on the 2012 FCAT 2.0 Reading was Reporting Category 4- Informational Text/Research Process Appropriate and timely placement of students in interventions has hindered progress. Students require a structured tutoring tool implemented with fidelity.	Update computer usage schedules in order to optimize and increase the implementation of computer assisted programs (SuccessMaker, ELLIS and Waterford)	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: FAIR, mini Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker and Waterford Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: The results of the 2012 FCAT 2.0 Reading assessment indicate that 44% of SD students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of SD students achieving proficiency (Level 3) by 7 percentage points to 51%. Our goal for the 2011-2012 school year is to increase the percentage of students in the Economically Disadvantaged Subgroup making learning gains by 5 percentage points to 56%.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
44% (66)	51% (77)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for the Economically Disadvantaged subgroup as noted on the 2012 FCAT 2.0 Reading was Reporting Category 4- Informational Text/Research Process Differentiated instruction has not been implemented with fidelity and consistency.	Implement rotation schedules during the reading instructional block and provide tailored instruction based on mini-assessments, computer assisted program reports and FAIR	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: FAIR, mini Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker and Waterford Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-3rd Grade	Reading Liaison	K-3rd Grade	August 17, 2012 November 6, 2012 February 1, 2013	Mini assessments and classroom walkthroughs	Administrators, Reading Liaison and LLT
Common Core Standards	K-3rd Grade	Reading Liaison	K-3rd Grade	August 17, 2012 November 6, 2012 February 1, 2013	Mini assessments and classroom walkthroughs	Administrators, Reading Liaison and LLT
SuccessMaker	2nd-3rd Grade	Reading Liaison	K-3rd Grade	Ongoing beginning August 17, 2012	SuccessMaker Program Reports	Assistant Principal

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
Reading Goal #1A, #5D and #5E	Licenses for computer assisted programs	21st Century Community Learning Center (CCLC)	$2,000.00
Reading Goal #1A, #5D and #5E	Technology related items for classrooms such as keyboards, mice, printers, ink cartridges and computers on wheels.	Title I	$1,000.00
			Subtotal: $3,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goal #1A, #5D and #5E	Substitutes	Title I	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of 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:	The results of the 2012 CELLA indicate that 40% of students achieved proficiency Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 45%.

2012 Current Percent of Students Proficient in listening/speaking:
40% (124)

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	Teacher led groups have not been implemented accurately nor with fidelity and consistency.	Implement rotation schedules during the reading instructional block where teacher monitors and adapts speech and models language patterns and structure.	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: mini writing assessments, District writing assessments and Computer Assisted Program-CAP reports from ELLIS and Waterford Summative: Results from 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2012 CELLA indicate that 18% of students achieved proficiency Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 23%.			
2012 Current Percent of Students Proficient in reading:					
18% (56)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary improvement activities have not been implemented with fidelity and consistency.	Implement specific key vocabulary, interactive word wall, and context clues strategies that support the teaching of important general principles about words and how they work.	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: mini writing assessments, District writing assessments and Computer Assisted Program- CAP reports from ELLIS and Waterford Summative: Results from 2013 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:		The results of the 2012 CELLA indicate that 17% of students achieved proficiency Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 22%.			
2012 Current Percent of Students Proficient in writing:					
17% (53)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Journal writing has not been implemented with fidelity and consistency.	Implement dialogue journals in order to provide a communicative context for language and writing development.	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Liaison nd teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: mini writing assessments, District writing assessments and Computer Assisted Program- CAP reports from ELLIS and Waterford Summative:

				Results from 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	Composition books for journal writing	Title I	$700.00
			Subtotal: $700.00
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: $700.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 26% of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 8 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (44)	34% (57)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category of Number: Fractions Lack of hands-on experiences has hindered progress.	Provide contexts for mathematical exploration by utilizing manipulatives for hands-on activities and Go Math! resources to introduce fractions through discovery as well as demonstrate understanding.	MTSS/RtI	Following the FCIM model, the administrators, math liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
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 Reading assessment indicate that 19% of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (32)	23% (39)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test was Reporting Category of Number: Fractions Lack of hands-on experiences has hindered progress.	Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives for hands-on activities and Go Math! resources.	MTSS/RtI	Following the FCIM model, the administrators, math liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. 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:	

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:

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:	
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 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
	54	58	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 63% of White and 43% of Hispanic students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of White students achieving proficiency (Level 3) by 25 percentage points to 88%. Our goal for the 2012-2013 school year is to increase the percentage of Hispanic students achieving proficiency (Level 3) by 13 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 63% (12) Hispanic: 43% (52)	White: 88% (17) Hispanic: 56% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for the White and Hispanic subgroups as noted on the 2012 FCAT 2.0 Math was Reporting Category of Fractions Differentiated instruction in mathematics has not been implemented with fidelity and consistency	Provide students the opportunity to develop an understanding of fractions and fraction equivalence. Provide opportunities to solve mathematical problems utilizing cooperative groups. Provide opportunities to solve mathematical problems utilizing cooperative groups.	MTSS/RtI	Following the FCIM model, the administrators, math liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker. Summative: Results from 2013 FCAT 2.0 Mathematics 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 mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 39% of ELL students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of ELL students achieving proficiency (Level 3) by 14 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	39% (24)	53% (32)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for the ELL subgroup as noted on the 2012 FCAT 2.0 Math was Reporting Category of Fractions Usage of computer assisted programs in mathematics has not been implemented with fidelity and consistency.	Update computer usage schedules in order to optimize and increase the implementation of computer assisted programs (SuccessMaker).	MTSS/RtI	Following the FCIM model, the administrators, math liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 21% of ELL students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of ELL students achieving proficiency (Level 3) by 12 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (5)	33% (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	The area of deficiency for the ELL subgroup as noted on the 2012 FCAT 2.0 Math was Reporting Category of Fractions Differentiated instruction in mathematics has not been implemented with fidelity and consistency	Provide opportunities for students to engage in the exploration of fractions through the use of manipulativse and practice within cooperative groups.	MTSS/RtI	Following the FCIM model, the administrators, math liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 44% of ED students achieved proficiency (Level 3)

	Mathematics Goal #5E:		Our goal for the 2012-2013 school year is to increase the percentage of ED students achieving proficiency (Level 3) by 11 percentage points to 55%.
	2012 Current Level of Performance:		2013 Expected Level of Performance:
	44% (66)		55% (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	The area of deficiency for the Economically Disadvantaged subgroup as noted on the 2012 FCAT 2.0 Math was Reporting Category of Fractions Usage of computer assisted programs and differentiated instruction in mathematics have not been implemented with fidelity and consistency.	Provide students with individualized instructional support related to number operations while utilizing computer assisted programs to reinforce skills.	MTSS/RtI	Following the FCIM model, the administrators, math liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments, District Interim data reports and Computer Assisted Program-CAP reports from SuccessMaker. Summative: Results from 2013 FCAT 2.0 Mathematics

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
Differentiated Instruction	K-3rd Grade	Mathematics Liaison	K-3rd Grade Teachers	August 17, 2012 November 6, 2012 February 1, 2013	Mini assessments and classroom walkthroughs	Administrators, Mathematics Liaison and LLT
SuccessMaker	2nd -3rd Grade	Mathematics Liaison	2nd & 3rd Grade Teachers	Ongoing beginning August 17, 2012	SuccessMaker Reports	Administrators, Mathematics Liaison and LLT
Common Core Standards	K-3rd Grade	Mathematics Liaison	K-3rd Grade Teachers	August 17, 2012 November 6, 2012 February 1, 2013	Mini assessments and classroom walkthroughs	Administrators, Mathematics Liaison and LLT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Goal s #5C & #5E	Licenses for computer assisted programs	21st CCLC	$2,000.00
Mathematics Goals #5C & #5E	Technology related items for classrooms such as keyboards, mice, printers, ink cartridges and computers on wheels	Title I	$1,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Mathematics Goal #1, #2, #5b, #5, #5D & #5E	Substitutes	Title I	$1,000.00
			Subtotal: $1,000.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	14 percent of third grade students achieved a score of 70 percent or higher on the Fall 2012 administration of the District Science Benchmark Assessment Grade 3 Pre-Test. Our goal for the 2012-2013 school year is to increase the percentage of third grade students achieving a score of 70% or higher by 7 percentage points to 20% on the Spring 2013 administration of the District Science Benchmark Assessment Grade 3 Post-Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (10)	14% (20)

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 according to the 2011-2012 school-site post-test was Scientific Thinking. Students need to develop higher order thinking skills through the use of lab experiences which incorporate the scientific process	Provide activities and labs for students to design and develop science and engineering projects to increase scientific thinking.	MTSS/RtI, and Science Liaison	Following the FCIM model, the administrators, science liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Mini Benchmarks Assessments Summative: School-site developed post-test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
Developing Hands-on Science Lessons	3rd Grade	Science Liaison	3rd Grade Teachers	Ongoing beginning August 17, 2011	Lesson Plans and classroom walkthroughs	Administrators, science liaison and LLT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Goal #1	Substitutes	Title I	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Goal #1	Substitutes	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Goal #1	Materials for innovative science instruction and labs	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $2,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Three percent of students scored a 3.0 or above on the Fall 2012 administration of the District Writing Pre-Test. Our goal for the 2012-2013 school year is to increase the percentage of third grade students achieving a score of 4 or above on the Spring 2013 administration of the District Writing Post-Test to 18%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (4)	18% (25)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	During the 2012 Writing Post-test, third grade students demonstrated difficulty in expository writing.	During writing instruction, students will utilize drafting techniques to sustain writing by developing a pre-writing plan and using a graphic organizer/plan to write a draft organized with a logical sequence with beginning, middle and end., using supporting details or providing facts and/or opinions	LLT, MTSS/RtI	Following the FCIM model, the administrators, Reading Liaison and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations.	Formative: Monthly writing assessments Summative: School-site developed writing post-test

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

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

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

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

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

Writing to elaborate using supporting details	3rd	Reading Liaison	3rd Grade Teachers	November 6, 2012 February 1, 2013	Monthly writing assessments and students writing folders	Administrators, Reading Liaison and LLT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Strategy #1	Materials and resources	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 95.43% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, teachers, and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.93% (623)	95.43% (626)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
207	197
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

165	157

	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 number of students with 15 or more cumulative absences has increased by 18% from the previous year. The number of students with excessive tardies has increased by 1% from the previous year.	Identify and refer students who may be developing a pattern of nonattendance and tardies to the MTSS/RTI team for intervention services.	MTSS/RTI team	Weekly review of attendance through attendance bulletin report and update teachers during grade level meetings	Counseling logs and attendance rosters

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
Truancy Prevention	K-3rd Grade	Assistant Principal and Counselor	K-3, Community Involvement Specialist (CIS) and attendance clerk	August 17, 2012	Assistant Principal and counselor will monitor attendance phone calls through communication logs	Assistant Principal and counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Goal #1	Incentives for students	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:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
54	49
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
34	31

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 total number of outdoor suspensions for the 2011-2012 school year was 54. Not enough opportunities to recognize positive behavior.	Provide incentives for compliance with the Student Code of Conduct.	Administrative Team	Monitor Cognos report on student outdoor suspensions rate.	Log of students recognized for complying with the Student Code of Conduct and Cognos suspension reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-3rd Grade	Principal and Assistant Principal	K-3rd Grade	August 17, 2011	Use classroom walkthrough to monitor students' behaviors and teachers' enforcement of the Student Code of Conduct	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Suspension Strategy #1	Incentives for complying with the Student Code of Conduct	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 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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

	1. STEM		Our goal for the 2012-2013 school year is to increase the total number of third grade students participating in the school Science Fair.		
	STEM Goal #1:				

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of third grade students participating in the Science Far during the 2011-2012 school year was 110. Not enough scientific process experiences were provided in the classrooms.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking through the implementation of inquiry-based activities and/or mathematics problem solving activities.	Administrators and Science Liaison	Administrators and Science Liaison will monitor implementation of science labs through classroom visitations and science journals.	Formative: Science Journals Summative: Log of student participation in the 2012-21013 School Science Fair.

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
Scientific Process	K- 3rd Grade	Science Liaison	K- 3rd Grade	November 6, 2012 & February 01, 2013	Science Journals and Lab Logs	Administrators and Science Liaison

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
STEM Strategy #1	Display boards	Title I	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

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
CELLA	Writing	Composition books for journal writing	Title I	$700.00
Mathematics	Mathematics Goal s #5C & #5E	Licenses for computer assisted programs	21st CCLC	$2,000.00
Mathematics	Mathematics Goals #5C & #5E	Technology related items for classrooms such as keyboards, mice, printers, ink cartridges and computers on wheels	Title I	$1,000.00
Science	Science Goal #1	Substitutes	Title I	$1,000.00
Writing	Writing Strategy #1	Materials and resources	Title I	$500.00
Attendance	Attendance Goal #1	Incentives for students	EESAC	$200.00
Suspension	Suspension Strategy #1	Incentives for complying with the Student Code of Conduct	EESAC	$100.00
				Subtotal: $5,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Goal #1A, #5D and #5E	Licenses for computer assisted programs	21st Century Community Learning Center (CCLC)	$2,000.00
Reading	Reading Goal #1A, #5D and #5E	Technology related items for classrooms such as keyboards, mice, printers, ink cartridges and computers on wheels.	Title I	$1,000.00
Mathematics	Mathematics Goal #1, #2, #5b, #5, #5D & #5E	Substitutes	Title I	$1,000.00
				Subtotal: $4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Goal #1A, #5D and #5E	Substitutes	Title I	$1,000.00
Science	Science Goal #1	Substitutes	Title I	$1,000.00
				Subtotal: $2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Goal #1	Materials for innovative science instruction and labs	EESAC	$500.00
STEM	STEM Strategy #1	Display boards	Title I	$300.00
				Subtotal: $800.00
				Grand Total: $12,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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
Parent Involvement Incentives	$150.00
Supplemental Materials	$1,000.00
Student Achievement and Attendance Incentives	$2,000.00

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

EESAC will meet to develop, approve, and monitor the implementation of SIP. EESAC will meet on a monthly basis to review progress toward SIP goals. EESAC members will collaborate in bringing together all of Avocado Elementary stakeholders in order to improve instruction and delivery of programs.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found