

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NATHAN B. YOUNG ELEMENTARY SCHOOL

District Name: Dade

Principal: Raymond Sands

SAC Chair: Alina Torres

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/9/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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	Mr. Raymond Sands	Bachelor of Science- Political Science, Florida A & M University; Master of Science- Emotional Handicaps, Nova Southeastern University Certification- Educational Leadership, State of Florida, Nova Southeastern	4	12	'12 '11 '10 '09 '08 School Grade: C D D F F AYP: N N N N High Standards Rdg.: 28 55 46 9 11 High Standards Math: 37 44 54 32 27 Learning Gains-Rdg.: 65 67 54 45 39 Learning Gains-Math: 83 33 60 64 77 Lowest 25 % Learning 85 57 53 70 61 Gains: Reading Lowest 25 % Learning 66 42 60 77 71 Gains: Math AMO Reading 41 AMO Math 34
Principal					
		Bachelor of Science- Early Childhood			

Assis Principal	Elizabeth B. Casey	Education, University of Southern Illinois Master of Science-Early Childhood Education, Nova Southeastern University Certification-Educational Leadership, State of Florida, Nova Southeastern University	17	17	'12 '11 '10 '09 '08 School Grade: C D D C C AYP: N N Y N High Standards Rdg.: 28 55 46 52 40 High Standards Math: 37 44 55 62 54 Learning Gains-Rdg.: 65 67 54 58 50 Learning Gains-Math: 83 33 60 74 59 Lowest 25% Learning: 85 57 53 70 60 Gains: Reading Lowest 25% Learning 66 42 60 77 73 Gains: Math AMO Reading 41 AMO Math 34
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	AnnLyn Allen	Bachelor of Arts, Clark Atlanta University Master of Science-Education, Florida International University Elementary Education grades 1-6 Reading Endorsement Mathematics grades 5-9 Business Education	28	6	'12 '11 '10 '09 '08 School Grade: C D D C C AYP: N N Y N High Standards Rdg.: 28 41 46 40 37 High Standards Math: 37 50 57 54 44 Learning Gains-Rdg.: 65 58 58 50 44 Learning Gains-Math: 83 77 74 59 62 Lowest 25% Learning 8525 70 70 60 Gains: Reading Lowest 25% Learning 66 25 77 77 73 Gains: Math AMO Reading 41 AMO Math 34
Reading	Eleanor Killings	Bachelor of Science in Psychology Bethune-Cookman University Master of Science in Elementary Education Nova Southeastern University Certifications: Elementary Education Grades (1 – 6) ESOL Endorsed Reading Endorsed	3	15	'12 '11 '10 '09 '08 School Grade: C D C A C AYP: N N N N High Standards Rdg.: 28 55 58 64 52 High Standards Math: 37 44 69 82 65 Learning Gains-Rdg.: 65 67 50 66 58 Learning Gains-Math: 83 33 56 72 59 Lowest 25% Learning 85 57 25 60 53 Gains: Reading Lowest 25% Learning 66 22 5 58 87 Gains: Math AMO Reading 41 AMO Math 34
		Bachelor of Science in Elementary Education/Early Childhood Education Barry University Master of			'12 '11 '10 '09 '08 School Grade: C D D C C

Reading	Debra Miller	Science in Reading Florida International University Educational Specialist in Computer Education Barry University Certifications: Educational Media ESOL Endorsement	16	2	AYP: N N Y N High Standards Rdg.: 28 41 46 40 37 High Standards Math: 37 50 57 54 44 Learning Gains-Rdg.: 65 58 58 50 44 Learning Gains-Math: 83 77 74 59 62 Lowest 25% Learning 85 25 70 70 60 Gains: Reading Lowest 25% Learning 66%25% 77% 77% 73% Gains: Math
Science	Joycelyn Peterson	Bachelor of Science Elementary Education Florida A & M University Master of Science Educational Leadership Nova Southeastern University Educational Specialist Elementary Education Nova Southeastern University Certifications: Elementary Education Grades 1 – 6 ESOL Endorsed Gifted Endorsed Educational Leadership (all grades)	3	3	'12 '11 '10 '09 '08 School Grade: C D C A D AYP: N N Y N High Standards Rdg.: 28 41 46 68 54 High Standards Math: 37 50 54 61 49 Learning Gains-Rdg.: 65 58 54 71 37 Learning Gains-Math: 83 77 60 74 61 Lowest 25% Learning 85 25 70 60 50 Gains: Rdg- Lowest 25% Learning 66 25 77 83 68 Gains: Math- AMO Reading 41 AMO Math 34

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.Regular meetings with the Principal	Principal	June 7, 2012	
2	2.Partnering stronger teachers with those in need of professional development	Assistant Principal	Dec. 16, 2011	

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)	Participation in District and Regional Professional Development for Science Coaches. Provide in-house professional development and support in reading, math, and science. Provide computer technical support/assistance with

completing the HOUSSE survey.

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
27	22.2%(6)	7.4%(2)	37.0%(10)	33.3%(9)	33.3%(9)	100.0%(27)	14.8%(4)	0.0%(0)	33.3%(9)

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
Annlyn Allen	Linda Turner	Certification in Elementary Education and MINT Certified	Modeling and In House Professional Development
Annlyn Allen	Tricia Ann Anderson	Certification in Elementary Education and MINT Certified.	Modeling and In House Professional Development

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

Nathan B. Young Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs and/or Saturday Academy.) The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify 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; assists 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 school wide programs include a an extensive Parental Program, Supplemental Educational Services; and special support services to special needs populations such as neglected and delinquent students.

Title I, Part C- Migrant

N/A

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

District uses supplemental funds for improving basic education to Nathan B. Young Elementary school as follows:

- District workshops leading to the certification of experienced qualified mentors for the New Teacher (MINT) Program

- Providing information and encouraging attendance at District professional development opportunities which are required for add-on endorsement programs, such as Reading, Gifted, ESOL
- Providing training and substitute release time for Professional Development Liaisons (PDL) at Nathan B. Young Elementary School, focusing on Professional Learning Community (PLC) development and facilitation, and Lesson Study Group implementation and protocols

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Nathan B. Young Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) by providing the following:

- * tutorial programs (K-5)
- * parent outreach activities (K-5)
- * behavioral counseling services when required
- * professional development on best practices for ESOL and content area teachers
- * coaching and mentoring for ESOL and content area teachers (K-5)
- * reading and supplementary instructional materials (K-5)
- * 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 (K-5).

Title X- Homeless

- The Homeless Assistance Program at Nathan B. Young Elementary School 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 at Nathan B. Young Elementary School 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)

Nathan B. Young 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 Nathan B. Young, addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the elementary counselor. The Bullying and Harassment Program sponsored by the Mental Health and Crisis Management Services is implemented in all classrooms by school counselor. A bullying box is set up in the main office for students to anonymous report harassment, bullying, and any physical aggression towards them or another student.

Nutrition Programs

Funding for Nathan B. Young Elementary School comes from The Children's Trust, a 'Health Connect in Our Schools' program, school nurses provide nutritional information via colorful bulletin boards; as well as, frequent one on one and small group pep talks for acquiring and maintaining many healthy habits.

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 the school grounds. HCiOS services will continue to reduce or eliminate barriers to care, connect eligible students with health insurance and provide care for students who are not eligible for other services. They 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 and will assure all students receive health education. At Nathan B. Young Elementary school, HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Nathan B. Young Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education.

The School Food Service Program (school breakfast and school lunch) at Nathan B. Young Elementary School follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

A Head Start program is located on Nathan B. Young's campus. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

At Nathan B. Young Elementary School, School-site Student Services Professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.

Career and Technical Education

Nathan B. Young Elementary participates in an annual Career Day in order to provide knowledge of technical and professional careers.

Job Training

N/A

Other

Parental Involvement Program Description

Nathan B. Young has established a designated Parent Outreach Room. This will involve parents in the planning and implementation of the Title I Program and extend an open invitation to Nathan B. Young's parent resource center. This area will inform parents of available programs concerning parental rights under No Child Left Behind and other referral services that are available. This will increase parental engagement/involvement through developing (with on-going parental input) the Title I Response to Instruction/Intervention (RtI) Team at Nathan B. Young Elementary.

Nathan B. Young utilizes the School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Nathan B. Young conducts informal parent surveys to determine specific needs of our parents. After this determination is made, parental workshops are then scheduled. Nathan B. Young has Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.

School Improve Grant Fund/School Improvement Grant Initiative

Nathan B. Young receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, Project CRISS. Additionally, Title 1 School Improvement Grant/Fund support funding, and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Key to this project is the identification of educational and effective practices strategies that provide a structure for high performance, resulting in improved student achievement. Strategies such as the 4 stage Florida Continuous Improvement Model, backward curriculum design, inquiry learning, project-based learning, differentiated instruction, curriculum mapping, using data to inform instruction, and collaborative learning is shared with school design teams, lead teachers, classroom teachers, reading, mathematics, and science coaches, counselors, career specialist, and smaller learning community coordinators using venues such as critical friends groups, meetings, symposiums, institutes, workshops, technical assistance sessions, and an assortment of published information instruments.

High priority is given to sharing successful approaches with schools that have been designated low performing, as defined by section 1111(b), No Child Left Behind Act of 2001. Success is defined using a combination of criteria such as:

- assessments aligned to state standards;
- continuous inquiry and monitoring using data to examine student success;
- implementing instructional strategies that improve student performance; and parent satisfaction as expressed in responses to an attitudinal survey.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
Math Coach
Primary Reading Coach
Intermediate Reading Coach
General Education Teacher
School Counselor
Speech and Language Pathologist
Social Worker
School Psychologist

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

The MTSS Leadership team will debrief bi-weekly to develop and implement strategies and approaches that promote and sustain a high culture of leaning and problem solving. The MTSS Leadership Team will analyze data and discuss opportunities for improvement regarding student performance, program evaluations, curriculum adjustments, professional development, research-based strategies, differentiated assistance and progress monitoring.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. The MTSS Leadership Team will monitor additional required time for those students identified as Tier II and Tier III students.

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 Assistant Principal serves as the Liaison of the MTSS process. She ensures that the team is implementing the MTSS process with fidelity on a monthly basis, ensures that intervention opportunities are provided to all the students and ensures that appropriate professional development is provided for the team.

The Counselor serves as the liaison and facilitator for Student Services. She will facilitate the communication between the parents and the teachers. She will ensure that all student service related issues are documented and related services are being implemented and offered to the parents and students.

The General Education Teacher serves a vital role in ensuring that all Tier 1 instruction and interventions are being delivered. General Education Teachers will participate in data collection and collaborate with other staff to implement Tier 2 interventions. The general education teacher will monitor the progress of the students.

The Math Coach serves as the expert in the area of Math. She will assist the team in developing, analyzing and implementing effective mathematical strategies for the core curriculum and the intervention program. The Math Coach will monitor the progress of the students. The Math Coach will assist with the whole school screening process and provide early intervention strategies to teachers.

The Reading Coaches serves as the experts in the area of Reading. The Reading Coaches will assist the team in developing, analyzing and implementing effective reading strategies for the core curriculum and the intervention program. The Reading Coaches will monitor the progress of the students. The Reading Coaches will assist with the whole school screening process and provide early intervention strategies to teachers.

The Speech and Language Teacher will educate the team in the role language plays in curriculum, assessment, and instruction and will help to identify systemic patterns of student need with respect to language skills.

The Social Worker will work closely with the counselor to ensure all social services are being provided to our families. The Social Worker will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The School Psychologist will participate in the collection, interpretation, and analysis of data. She will facilitate the development of intervention plans. The School Psychologist will provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

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

data analysis. The MTSS Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) committee to provide updates regarding student data and to discuss strategies to improve student performance across the curriculum. The team provides data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed and helps set clear expectations for instruction (Rigor, Relevance, Relationship). The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention and accept feedback to make necessary adjustments and modifications of instruction. The MTSS 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.

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

Edusoft data reports

Reading

Baseline data: Progress Monitoring and Reporting Network (PMRN) Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), and Baseline District Reading Assessment

Progress Monitoring: PMRN, School site specific assessments along with edusoft data reports, Student grades, and District Interim Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR) and District Interim Assessments, State/Local Reading assessments

End of year: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), and District Interim Reading Assessments

Frequency of Data Analysis: Tri-weekly

Mathematics

Baseline data: Florida Comprehensive Assessment Test (FCAT) and Baseline District Math Assessment

Progress Monitoring: School site specific assessments along with edusoft data reports, Student grades, and District Interim Assessments

Midyear: District Interim Assessments and State/Local Math assessments

End of year: Florida Comprehensive Assessment Test (FCAT) and District Interim Math Assessments

Frequency of Data Analysis: Tri-weekly

Science

Baseline data: Florida Comprehensive Assessment Test (FCAT) and Baseline District Science Assessment

Progress Monitoring: School site specific assessments along with edusoft data reports, Student grades, and District Interim Science Assessments

Midyear: District Interim Science Assessments and State/Local Science assessments

End of year: Florida Comprehensive Assessment Test (FCAT) and District Interim Science Assessments

Frequency of Data Analysis: Tri-weekly

Writing

Baseline data: Florida Comprehensive Assessment Test (FCAT) and Baseline District Writing Assessment

Progress Monitoring: Monthly Writing Assessments

Midyear: District Midyear Writing Assessments

End of year: Florida Comprehensive Assessment Test (FCAT) and District Writing Assessments

Frequency of Data Analysis: once a month for data analysis

Behavior

Baseline data: Report Card Conduct Grades and Teacher Observation

Progress Monitoring: Behavior Contract and Teacher Observation

Midyear: Behavior Contract and Teacher Observation

End of year: Report Card Conduct Grades, Citizenship Awards, and Teacher Observation

Frequency of Data Analysis: Monthly

Student Case Management System

- Detentions
- Suspensions/expulsions
- Referrals for student behavior
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

Administrators will attend training for administrators in the MTSS problem solving and data analysis process; Professional development will be provided by the MTSS specialist to provide support for school staff to understand basic MTSS principles and procedures; and provide a network of ongoing support for MTSS organized through feeder patterns. Staff will also attend Regional and District Training in the MTSS process. The MTSS team will also evaluate additional staff Professional Development needs during the routine MTSS Leadership Team meetings. Teachers will also be required to take the on-line MTSS/RtI course as needed.

Describe the plan to support MTSS.

Nathan B. Young Elementary will support MTSS by making sure that staff is effectively trained and thoroughly understands the basic MTSS principles and procedures. Nathan B. Young will effectively support MTSS by implementing RtI procedures in the classroom using differentiated instruction. Ongoing meetings will be held with MTSS Leadership Team to implement MTSS support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mr. Raymond Sands, Principal; Ms. Elizabeth Casey, Assistant Principal; Ms. Annlyn Allen, Math Coach/Fourth Grade Group Chairperson; Ms. Eleanor Killings, Intermediate Reading Coach; Ms. Debra Miller, Primary Reading Coach; Ms. Dara Malamud, Kindergarten Grade Group Chairperson; Ms. Tynika McBride, First Grade Group Chairperson; Ms. Maria Godoy, Second Grade Group Chairperson; Ms. Alina Torres, Third Grade Group Chairperson; Ms. Joycelyn Peterson, Fifth Grade Group Chairperson/Science Coach.

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

To sustain a high culture of learning, the Literacy Leadership Team (LLT) will meet monthly to analyze data trends and identify strengths and weaknesses taken from assessments throughout the school year. The LLT will discuss opportunities for improvements and in reading across the curriculum in grades K-5. The Media Center will be utilized to expand knowledge of Informational/Research, and research-based strategies to close the reading achievement gaps. Also, based on assessment results, the LLT will assist with the alignment and modification of the monthly instructional focus calendar. The Principal and Assistant Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Literature Team meetings and activities. The Administrators will promote a school culture where teachers learn and work together to pursue clearly articulated school based goals for literacy. The administrators will support literacy instruction through classroom visits focusing on evidence that literacy it is taught across the curriculum.

Reading Coaches: will work with the LLT to guarantee fidelity of implementation of the literacy program. The Reading Coaches will provide motivation and promote a spirit of collaboration within the Team to create a school-wide focus on literacy and reading achievement through modeling in classrooms, conferencing with teachers and administrators and providing professional development.

Curriculum Team Leader/Grade Group Chairpersons: will assist in gathering, analyzing and interpreting school data, while supporting other teachers in that grade level with implementing the literacy strategies, and will also celebrate student achievement by utilizing incentives in programs such as Accelerated Reader. They will also provide research-based strategies and instructional techniques to determine core instruction and provide direction and support to teachers to articulate literacy as a priority.

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

The Literacy Leadership Team's major initiatives include developing a literacy program for the entire school, with teams of teachers engaged in building competent readers and writers. The Literacy Leadership Team will help students to see themselves as successful readers by setting goals to increase literacy achievement through the implementation of book talks, author's chair and a Literacy Fair Day. The number of students making learning gains in the Lowest 25% will increase by developing a variety of methods to help students become proficient readers by modeling and demonstrating strategies to improve their reading achievement level. The media specialist will integrate resources and services in grades k-5 to construct meaning of fictional and nonfictional text, synthesize information, make connections to text through inference based-activities. The Literacy Leadership Team will also collaborate and work diligently with parents and other stakeholders to

promote awareness and share best practices.

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.

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

At Nathan B. Young Elementary School Pre-kindergarten and Head Start students are invited to spend a half day with a kindergarten class. The kindergarten teacher invites them to actively participate in all the activities that take place in the morning. Including whole/small group instruction, centers and all other curriculum objectives.

Utilize the services of the Community Involvement Specialist to develop a school based Ready Children, Ready School Partnership. The partnership will identify school specific strategies (developed by PK/Elementary and community partners) to meet the needs of the local community.

Kindergarten preparation materials will be generated by instructional staff and administration throughout the year.

Information will be available to parents in the form of newsletters, brochures, and announcements. Additionally, all information will be distributed to students at school, posted on bulletin boards, written in newsletters, and communicated to parents by the Community Involvement Specialist.

Incoming kindergarten students will be screened prior to October 4, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students for individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes. Instruction will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 19% of students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 30 percentage points to 49%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (22)	49% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for 3rd Grade was Reading Application, Literary Analysis: Fiction and Non-Fiction for Grade 4, and Informational Text and Research Process for Grade 5. Students in grade 3 demonstrate difficulty in focusing on what the author thinks and feels, and identifying the stated and implied main idea. Students in grade 4 demonstrate a deficiency in being able to identify elements of story structure and explain the use of descriptive and figurative language. Students in grade 5 demonstrate a deficiency in utilizing text features properly, and locating, interpreting, and organizing information.	Students in grade 3 will use grade-level appropriate texts that includes identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students in grade 4 will utilize how-to articles, brochures, fliers, and other real-world documents to identify text features and to locate, interpret, and organize information. Students in grade 5 will utilize activities that will provide practice in locating, interpreting, and organizing information. They will use non-fiction articles and editorials for instruction	Literacy Leadership Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and weekly planning sessions..	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 FCAT Reading Assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 0% of students achieved FCAT Levels 4 or above in proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 13 percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	13% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for students scoring a Level 4 or 5 in grades 3 – 5 was Reporting Category 4, Informational Text/Research Process. Students have difficulty understanding text features and how to locate, interpret, and organize information.	Activities incorporating rigor will take place to provide students with multiple opportunities to use real-world documents, such as how-to articles, brochures, fliers, and websites to locate, interpret, and organize information.	Literacy Leadership Team	LLT Team and RTI Team will monitor implementation through classroom walkthroughs and weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 FCAT Reading Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 65% of students made overall learning gains. Our goal for the 2012-2013 school year is to provide interventions, remediation, and enrichment opportunities to increase the number of students achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (77)	70% (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 as noted on the 2012 administration of the FCAT Reading Test for students making learning gains was Reporting Category 1, Vocabulary. Students are deficient in identifying meanings of words, phrases, and expressions.	Intensive instruction will take place to provide students with multiple opportunities to build their vocabulary skills via anchor/mini-lessons with opportunities to read in all content areas, with increased emphasis on cross-content reading.	Literacy Leadership Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 FCAT Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 85% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the learning gains of the number of students in the lowest 25% by 5 percentage points to 90%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (100)	90% (106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for students in the lowest 25% was Reporting Category 1, Vocabulary. Students are deficient in identifying meanings of words, phrases, and expressions.	Create an appropriate schedule ensuring that the targeted students in the lowest 25% will receive the required 300 minutes per week of interventions, and provide opportunities for those targeted students to read in all content areas, with increased emphasis on cross-content reading, provide questioning with increased rigor, along with wrap around services.	Literacy Leadership Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 38% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Black subgroup by 1 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 38% (41)	Black: 39% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for students in the Black subgroup was Reporting Category 1, Vocabulary. Students are deficient in identifying meanings of words, phrases, and expressions.	Intensive instruction will take place to provide students with multiple opportunities to build their vocabulary skills via anchor/mini-lessons with opportunities to read in all content areas, with increased emphasis on cross-content reading with rigor and include the use of FCAT 3-5 Task Cards in lesson planning with the incorporation of the Common Core Standards.	Literacy Leadership Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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	The results of the 2012 FCAT Reading Test indicate that 6%
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satisfactory progress in reading. Reading Goal #5D:	of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Students with Disabilities subgroup by 17 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	23% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for students in the Students with Disabilities subgroup was Reporting Category 1, Vocabulary. Students are deficient in identifying meanings of words, phrases, and expressions.	Differentiated instruction will take place to provide students with multiple opportunities to build their vocabulary skills via anchor/mini-lessons with opportunities to read in all content areas, with increased emphasis on cross-content reading with rigor and include the use of FCAT 3-5 Task Cards in lesson planning with the incorporation of the Common Core Standards.	Literacy Leadership Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 28% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantaged subgroup by 17 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (32)	45% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for students in the Economically Disadvantaged subgroup was Reporting Category 1, Vocabulary. Students are deficient in identifying meanings of words, phrases, and expressions.	Intensive instruction will take place to provide students with multiple opportunities to build their vocabulary skills via anchor/mini-lessons with opportunities to read in all content areas, with increased emphasis on cross-content reading by providing wrap around services for those students identified as Economically Disadvantaged in the Tier	Literacy Leadership Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments

	2 and Tier 3 groups. These students will be given the opportunity to build their vocabulary skills and build upon skills to strengthen knowledge in the area of Vocabulary.		Summative: 2013 FCAT 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
Differentiated Instruction: Regrouping & Infusing Effective Reading Centers	Reading K-5	Reading Coaches	Reading Teachers K - 5	Monthly beginning August 2012	Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions	Principal and Assistant Principal
Understanding Common Core Standards	Reading K-5	Reading Coaches	Reading Teachers K - 5	August 17, 2012	Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions	Principal and Assistant Principal
Addressing School Improvement Through Data	Reading K-5	Reading Coaches	Reading Teachers K - 5	Monthly beginning August 2012	Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions	Principal and 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
5.A.1	5.A.1	5.A.1	\$800.00
			Subtotal: \$800.00
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
1.A.1	Reading Journals	Title I	\$300.00
			Subtotal: \$300.00

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 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that 40% of students are proficient in Listening/Speaking. Our goal for the 2012-2013 school year is to increase to 50% of students proficient in the Listening/Speaking portion of the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
40%(4)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Listening/Speaking indicates that students have difficulty with Listening Comprehension-Extended Speech. Students have difficulty understanding extended listening passages, including passages that present academic information.	ELL students will be given additional opportunities to listen to passages and respond accordingly. Listening centers will be used and students will keep notebooks and word banks. Students will be encouraged to use a Heritage Language/English Dictionary.	Leadership Literacy Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and bi-weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessment Summative: 2012 CELLA Test

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 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that 10% of students are proficient in Reading. Our goal for the 2012-2013 school year is increase 20% of students proficient in Reading.			
2012 Current Percent of Students Proficient in reading:					
10% (1)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	The area of deficiency as noted on the 2012 administration of the CELLA Reading indicates that students have difficulty with Vocabulary and Decoding of Words. Students have struggle with vocabulary and phonics.	SAT-10 Question Task Cards and FCAT 3-5 Task Cards will be used during instruction. Students will create vocabulary journals. Daily phonics review will assist with decoding.	Leadership Literacy Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and bi-weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessments Summative: 2013 CELLA Test

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 Florida Comprehensive English Language Learning Assessment (CELLA) indicate that 0% of students are proficient in Writing.

2012 Current Percent of Students Proficient in writing:

0% (0)

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 CELLA indicated that writing sentences and paragraphs is an area that needs improvement. Students do not have the background knowledge.	Students will develop and maintain a writer's notebook/journal. Students will use graphic organizers, drawings, lists and outlines to help them organize their ideas in a logical sequence.	Leadership Literacy Team	Literacy Leadership Team will monitor implementation through classroom walkthroughs and bi-weekly planning sessions.	Formative: Florida Assessment for Instruction in Reading (FAIR) Edusoft Reports Baseline District Assessment District Interims Tri-Weekly Assessment Summative: 2013 CELLA Test

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

1.1	Heritage Language/English Dictionary	Title I	\$150.00
			Subtotal: \$150.00
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: \$150.00

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 2011-2012 FCAT Mathematics Test indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 students proficiency by 1 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (27)	24%(28)

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 Mathematics Test was Number and Fractions for Grade 3, Geometry for Grade 4 and 5.	Provide contexts for mathematical exploration and the development of student understanding of mathematical concepts, through the use of manipulatives and engaging opportunities for practice.	MTSS Team	The MTSS Team will monitor the implementation research-based instructional strategies to determine the effectiveness of through data meetings and weekly walk through in classroom	Formative: Success Maker Think Central Edusoft data reports District Interims Tri-weekly Assessments Summative: 2013 FCAT 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 Mathematics Test indicate that 13% of students achieved FCAT Levels 4 and 5 proficiency. Our goal for the 2013-2012 school year is to increase Levels 4 and 5 student proficiency by 0 percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (15)	13% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Number and Fractions for grades 3 and 4 and Expressions, Equations and Statistics for Grade 5.	Grades 3& 4 Provide contexts for mathematical exploration through differentiated instruction and the development of student understanding of fractions by increasing the use of manipulatives, hands-on activities, and engaging opportunities for practice through the implementation of the newly adopted mathematics series. Grade 5: Use the properties of equality to solve numerical and real world problems and use the order of operations to simplify expressions which include exponents and parentheses.	MTSS Team	The MTSS Team will monitor the implementation research-based instructional strategies to determine the effectiveness of through data meetings and weekly walk through in classroom	Formative: Success Maker Think Central Edusoft data reports District Interims Tri-weekly Assessments Summative: 2013 FCAT 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:	The results of the 2012 FCAT Mathematics Test indicate that 83% of students made learning gains. Our goal for the 2011-2012 school year is to provide interventions, remediation, and enrichment opportunities to increase the number of students achieving learning gains by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(58)	88%(62)

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 Mathematics Test was Reporting Category 3, Geometry and Measurement. Students have difficulty understanding fractions and geometry that require moderate to high level of complexity due to a constant lack of exposure in these areas	Provide students with multiple opportunities to apply various strategies and methods through Think Central and Success Maker technology programs. The teacher will implement research-based instructional strategies and anchor/mini-lessons during differentiated instruction that provide students with mathematical explorations and hands-on math manipulatives/activities to facilitate the conceptual learning of Next Generation Standards. Also, infuse Go-Math resources for students not making gains.	MTSS Team	The MTSS Team will monitor the implementation research-based instructional strategies to determine the effectiveness of through data meetings and weekly walk through in classroom	Formative: Success Maker Think Central Edusoft data reports District Interims Tri-weekly Assessments Summative: 2013 FCAT 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:

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 Mathematics Test indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 10 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (78)	76%(90)

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 Math Test for students in the lowest 25% was Reporting Category 1, Number and Operations. Students are in need of knowledge and skills needed to determine mathematical relations of concepts and principles needed to solve real life problems.	Provide multiple opportunities through math drills (customized benchmark activities with multiplication/division domains embedded) during differentiated instruction, pull-out tutorials, and Think Central on-line intervention technology component to apply strategies and approaches. Also, mathematical explorations and hands-on manipulatives/lessons will be provided to help students conceptualize learning word and analysis problems. In doing so, infuse Go-Math resources for the students that are the lowest 25%.	MTSS	The MTSS Team will monitor the implementation research-based instructional strategies to determine the effectiveness of through data meetings and weekly walk through in classroom	Formative: Success Maker Think Central Edusoft data reports District Interims Tri-weekly Assessments Summative: 2013 FCAT Mathematics 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%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	58%	63%	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 mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 38% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Black subgroup by 1 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 38% (41)	Black: 39% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement. Students have difficulty understanding fractions and geometry that require moderate to high level of complexity due to a constant lack of exposure in these areas	Students will use Math Journals to work out Bell Ringers and apply Math Vocabulary focusing on Number: Base Ten & Fractions that will allow them to build on background knowledge and prepare them for the benchmark that will be taught that day.	MTSS	Informal observations conducted through walk-throughs where Math journals will be checked every nine weeks for dates and concepts taught	Formative: Success Maker Think Central Edusoft data reports District Interims Tri-weekly Assessments Summative: 2013 FCAT 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:	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	The results of the 2012 FCAT Mathematics Test indicate that
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satisfactory progress in mathematics. Mathematics Goal #5D:	6% of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Students with Disabilities subgroup by 23 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	29% (5)

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 Math Test for the Students with Disabilities subgroup for Grades 3 and 4 were Number Fractions, and for Grade 5 was Geometry and Measurement.	Engage students in activities to use technology such as Go-Math online intervention, wrap around interventions, and the utilization of math manipulatives in center rotations. Students will also use Math Journals to work out Bell Ringers and apply Math Vocabulary focusing on Number: Base Ten & Fractions that will allow them to build on background knowledge and prepare them for the skill that will be taught that day	MTSS	Informal observations conducted through walkthroughs where Math Journals will be checked every nine weeks for dates and concepts taught	Formative: Successmaker Think Central Edusoft Data Reports District Interims Tri-weekly Assessments Summative: 2013 FCAT 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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT Mathematics Test indicate that 38% of students in the Economically Disadvantage subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantage subgroup by 2 percentage points 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(43)	40%(46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement. Students have difficulty understanding fractions and geometry that	Students will use Math Journals to work out Bell Ringers and apply Math Vocabulary focusing on Number: Base Ten & Fractions that will allow them to build on background knowledge and prepare them for the skill that will be taught	MTSS	Informal observations conducted through walkthroughs where Math journals will be checked every nine weeks for dates and concepts taught	Formative: Success Maker Think Central Edusoft data reports District Interims

require moderate to high level of complexity due to a constant lack of exposure in these areas.	that day		Tri-weekly Assessments Summative: 2013 FCAT Mathematics Assessment
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Questioning Strategies & H.O.T.S.	K-5 Mathematics	Math Coach	All Mathematics teachers	September 2012 Ongoing	Classroom Observations Monitor the Differentiated Instruction Groups Review Students Portfolios	Administrator Math Coach
Integration of technology and interactive curriculum (Go Math: Florida online resources)	K-5 Mathematics	Math Coach	All Mathematics teachers	September 2012 Ongoing	Classroom Observations Review Students Portfolios	Administrator Math Coach
Effective Use of Interactive Journals in Mathematics	K-5 Mathematics	Math Coach	All Mathematics teachers	September 2012 Ongoing	Classroom Observations Monitor the Differentiated Instruction Groups Review Students Journals	Administrator Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase opportunities for students to model equivalent representations of given numbers using manipulatives	Additional manipulatives	EESAC	\$150.00
			Subtotal: \$150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
5A.1	Internet Based Success Maker	Title 1	\$3,000.00
			Subtotal: \$3,000.00
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
1.1	Interactive Math Journals	Title 1	\$300.00
			Subtotal: \$300.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The results of the 2012 FCAT Science Test indicate that 18% (7) of students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 24% (9).			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
18% (7)			24% (9)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science; Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science infused with the Nature of Science.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses data analysis, explanation of variables and experimental design (Nature of Science) Physical Science. S.W.A.T. (Science With A Twist) math and science night will be held once a year to provide students and families with hands on activities that are correlated with the Next Generation Sunshine State Standards.	MTSS Team Science Coach	The MTSS Team will review students' work folders for evidence of the use of inquiry-based learning activities and monitor school based assessments and interims to ensure adequate progress and to adjust intervention.	Formative: Educate reports District Interims Tri-Weekly Assessments Weekly Science Lab Reports Summative: 2013 FCAT Science Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science; Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science infused with the	Ensure that instructions includes teacher demonstrated as well as student-centered laboratory activities that apply, analyze and explain concepts related to matter, energy, force, and motion.	MTSS Team Science Coach	The MTSS Team will review students' work folders for evidence of the use of inquiry-based learning activities and monitor school based assessments and interims to ensure adequate progress and to adjust intervention	Formative: Educate reports District Interims Tri-Weekly Assessments Weekly Science Lab Reports Summative: 2013 FCAT Science

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 8% of students achieved FCAT Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage point to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (3)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category, Scientific Thinking. Students are in need of additional experiences with strategies and activities that are linked to increased rigor with the Scientific Process.	Provide a variety of hands on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, apply key instructional concepts, and to experience the scientific methods through the use of the P-SELL Program and participating in the District Elementary Science Fair.	MTSS Team Science Coach	The MTSS Team will review students' work folders for evidence of the use of inquiry-based learning activities and monitor school based assessments and interims to ensure adequate progress and to adjust intervention.	Formative: Edusoft reports District Interims Tri-Weekly Assessments Weekly Science Lab Reports Summative: 2013 FCAT 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
Data Chats	K - 5	Administrator	Science Teachers Science Coach	Quarterly Beginning August 20, 2012	MTSS Team will follow-up through classroom walkthroughs and data analysis	Principal and Assistant Principal
P-SELL	Science Grade 5	P-SELL Facilitator	Grade 5 Teachers	Ongoing Beginning September 1, 2012	MTSS Team will monitor implementation and follow-up through data analysis, classroom walkthroughs, and weekly planning sessions	Principal and Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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
1.1	Science Journals to use for interactive notebooks (IANs)	Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 82% of students in grade 4 achieved a level 3.0 or higher. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving FCAT Level 3.0 or higher by 2 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (23)	84% (24)

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 Writing FCAT were Focus and Elaboration in the area of informational/expository essays. Students require necessary support in the writing process (i.e., at least three paragraphs and include a topic sentence, supporting details, and relevant information).	During writing instruction, students will utilize graphic organizers to write a draft organized with a logical sequence with a beginning, middle, and end, using supporting details, or providing facts, and or, opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing texts. Students will respond to other writers and receive feedback on writing using TAG (T-telling something you like, A-Asking a question, G-giving a suggestion), and using the FCAT Writing Rubric to refine a draft	Literacy Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus.	Formative: District Writing Baseline Assessment Monthly writing prompts Summative: 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring

at 4 or higher in writing.				
Writing Goal #1b:				
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 Across the Curriculum	Writing Teachers K - 5	Reading/ Writing Coach	All Teachers	August 17, 2012 September 17, 2012	Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walk-throughs and weekly planning sessions	LLT Team
Utilizing Data to Plan Effectively during the Writing Block/ Writing Centers	Writing Teachers Grade 4	Reading/ Writing Coach	4th Grade Reading/Writing Teachers	September 17, 2012 September 26, 2012	Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walk-throughs and weekly planning sessions	LLT Team
Effective Writing Strategies Grades K-5	Writing Teachers K - 5	Reading/ Writing Coach	Reading/Writing Teachers Grades K - 5	August 17, 2012	Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walk-throughs and weekly planning sessions	LLT Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Writing Journals for Grade 4	Title I	\$335.00
			Subtotal: \$335.00
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: \$335.00

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:	The attendance rate for 2011-2012 school was 93.8% as compared to the 2010-2011 school year, which was 94.05%. Our goal for 2012-2013 school year is to increase attendance to 94.8%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.8% (322)	94.8% (325)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
141	134
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
80	76

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 are in need of additional support and having a daily scheduled routine of getting ready for school at a designated time in the morning in order to get to school on time.	Identify and refer students who may be developing a pattern of consistent tardiness and utilize the communication mode of Connect-Ed to parents about the child's excessive tardiness pattern, and conduct home visits by the Community Involvement Specialist and School Social Worker.	Principal, Assistant Principal, Counselor, Community Involvement Specialist and Social Worker	COGNOS Attendance Reports will be monitored to determine effectiveness of strategy.	COGNOS Attendance Reports and School Attendance Reports.

2	The earlier schedule school start time for Pre-K, K, and 1st grade students. This may cause an increase in the number of absent or tardy students.	Have students sign contracts and assign students to an early bird classroom task	Assistant Principal, Counselor and Social Worker	Assistant Principal and Counselor will monitor contracts and daily Tardy/Attendance Reports.	Daily Tardy/Attendance Reports.
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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
Truancy Prevention	K-5	Counselor and Social Worker	All teachers and attendance clerk	September 17, 2012-Teacher Planning Day September 26, 2012- Teacher Planning Day	A Truancy Intervention Program will be developed during the Professional Development. The Principal and Assistant Principal will monitor the implementation of this program	Administrative Team, Social Worker and Counselor
Parent Professional Development for Truancy	K-5	Community Involvement Specialist	Parents	October 1, 2012	Connect Ed and Counselor follow-up phone call. Community Involvement Specialist and School Social Worker make home visits required.	Administrative Team and Counselor.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Attendance Incentives	EESAC	\$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

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:	The number of out-of-school suspensions for the 2011-2012 school year was 0. Our goal for the 2012-2013 school year is to maintain the number of out-of-school-student suspensions.
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
53	48
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
33	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	Parents are unfamiliar with the Student Code of Conduct and unaware of the reasons for their child's suspensions.	The Assistant Principal, Counselor and Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension.	Assistant Principal, Counselor, Community Involvement Specialist and Social Worker	Monitor Parent Contact Log/SCAM Reports for evidence of communication with parents of students who have been placed on outdoor suspension	Parent Communication Log, SCAM documentation and Community Involvement Specialist Monthly 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
Code of Student Conduct	Pre-K-5	Counselor	Teachers school-wide	August 16, 2012	Utilize classroom walk-throughs to monitor the enforcement of the Student Code of Conduct by the teacher. Monitor the amount of SCAM's from each teacher.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Behavior Incentives	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.A.1	Reading Journals	Title I	\$300.00
1.1	Heritage Learning English Dictionary	Title I	\$150.00
1.1	Interactive Math Journals	Title I	\$300.00
1.1	Science Journals	Title I	\$300.00
1.1	Writing Journals	Title I	\$335.00
			Subtotal: \$1,385.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
5.A.1	Internet Based Accelerated Reader	Title I	\$800.00
5.A.1	Internet Based Success Maker	Title I	\$3,000.00
			Subtotal: \$3,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,185.00

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:		A minimum of 75% of students in grades 3-5 will participate in the school-wide Science Fair. Each year our goal will be to increase the number of students participating by 5%.			
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 should benefit from pre-planning, gathering materials, researching topics and ideas, organizing and collecting data, conducting research activities and completing projects in a timely manner.	Students in grades K-5 will participate in the school-wide science fair. Kindergarten will prepare whole-class projects, First grade will conduct and complete in-class group projects, and grades 2-5 will complete individual science fair projects at home. Students are to incorporate math and technology in the creation of their projects	Principal Assistant Principal Science Coach Math Coach	Administrators and coaches will use a school generated science fair rubric to evaluate the students projects to ensure they followed the steps of the scientific process and incorporated math and technology.	Teacher Made tests FCAT 2.0 Science Fair Rubric

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)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	1.1	Heritage Language/English Dictionary	Title I	\$150.00
Mathematics	Increase opportunities for students to model equivalent representations of given numbers using manipulatives	Additional manipulatives	EESAC	\$150.00
Writing	1.1	Writing Journals for Grade 4	Title I	\$335.00
Attendance	1.1	Attendance Incentives	EESAC	\$500.00
Suspension	1.1	Behavior Incentives	EESAC	\$500.00
Parent Involvement	1.A.1	Reading Journals	Title I	\$300.00
Parent Involvement	1.1	Heritage Learning English Dictionary	Title I	\$150.00
Parent Involvement	1.1	Interactive Math Journals	Title I	\$300.00
Parent Involvement	1.1	Science Journals	Title I	\$300.00
Parent Involvement	1.1	Writing Journals	Title I	\$335.00
				Subtotal: \$3,020.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	5.A.1	5.A.1	5.A.1	\$800.00
Mathematics	5A.1	Internet Based Success Maker	Title 1	\$3,000.00
Parent Involvement	5.A.1	Internet Based Accelerated Reader	Title I	\$800.00
Parent Involvement	5.A.1	Internet Based Success Maker	Title I	\$3,000.00
				Subtotal: \$7,600.00
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
Reading	1.A.1	Reading Journals	Title I	\$300.00
Mathematics	1.1	Interactive Math Journals	Title 1	\$300.00
Science	1.1	Science Journals to use for interactive notebooks (IANs)	Title I	\$300.00
				Subtotal: \$900.00
				Grand Total: \$11,520.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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
Incentives for improved attendance	\$500.00
Incentives for students in attendance and on time	\$500.00
Behavior Incentives	\$500.00
Math manipulatives	\$150.00

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

The School Advisory Council will monitor and ensure the implementation of the School Improvement Plan at Nathan B. Young Elementary School.

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 NATHAN B. YOUNG ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	44%	84%	49%	232	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	67%	33%			100	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)	42% (NO)			99	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					431	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District NATHAN B. YOUNG ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	54%	69%	24%	193	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	54%	60%			114	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?	53% (YES)	60% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					420	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested