

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: OLIVER HOOVER ELEMENTARY SCHOOL

District Name: Dade

Principal: Mercy Aguilar

SAC Chair: Suzanne Reyes

Superintendent: Alberto Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/13/2012

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
Tallahassee, Florida 32399

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	Mercy Aguilar	ESOL, Spec Learn Disab, School Principal, Ed. Leadership	1	13	'12 '11 '10 '09 '08 School Grade A A A B C AMO N/A N/A N/A N/A N/A High Standards Rdg. 74 91 88 56 60 High Standards Math 72 88 90 67 66 Lrng Gains-Rdg. 79 72 80 62 51 Lrng Gains-Math 70 64 71 66 62 Gains-Rdg-25% 78 71 69 55 55 Gains-Math-25% 50 72 74 82 66
Assis Principal	Maria G. Fernandez	Elementary Ed, Media Specialist, Reading, ESOL, ED. Leadership	2	2	'12 '11 '10 '09 '08 School Grade A A A A A AMO N/A N/A N/A N/A N/A High Standards Rdg. 74 91 88 93 96 High Standards Math 72 88 90 82 86 Lrng Gains-Rdg. 79 72 80 79 74 Lrng Gains-Math 70 64 71 63 75 Gains-Rdg-25% 78 71 69 72 66 Gains-Math-25% 50 72 74 56 71

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.

	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)
No data submitted					

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	Regular meetings of new teachers with administration	Administration	Ongoing	N/A. There are no new teachers on staff.
2	Access to mentor teachers and collaboration with colleagues through learning communities.	Administration	Ongoing	
3	Outreach to local colleges and universities	Administration	Ongoing	N/A. There are no new teachers on staff.
4	Support through professional development in all subject areas.	Administration	Ongoing	

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	The PD Liaison will provide available district-wide courses to meet HOUSSE compliance.

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
59	0.0%(0)	1.7%(1)	54.2%(32)	44.1%(26)	39.0%(23)	83.1%(49)	13.6%(8)	3.4%(2)	76.3%(45)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: The Principal will ensure that the school-based team implements MTSS, conducts assessments of MTSS skills of school staff and provides a common vision for the use of data-based decision-making. She will also communicate school-based MTSS strategies and activities to parents, as well as provide professional development for the staff to support MTSS implementation.

Assistant Principal: The Assistant Principal will monitor school-based MTSS implementation. She will meet with the MTSS team to analyze data and target specific areas for improvement. She will also ensure that "at risk" students are identified and appropriate intervention strategies are utilized with fidelity.

SPED Department Head: The SPED Department Head will participate in data collection and identification of specific strategies targeting areas in need of improvement for students within the SPED program. She will collaborate with general education teachers to meet the academic needs of these students.

Student Services Personnel: Counselors are involved in the identification and referral of "at risk" students and provide expertise on issues ranging from program design to assessment and intervention with individual students.

Social Worker: The social worker provides intervention as well as links child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: The School Psychologist will provide support for intervention fidelity and documentation. She will participate in the interpretation, collection and analysis of data.

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 focus meetings on how to develop and maintain positive student academic and behavior outcomes that will benefit not only students, but teachers as well.

The MTSS Leadership Team will meet regularly to engage in the following activities:

1. Gather and analyze data and use this to drive instructional decisions in the classroom.
2. Review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
3. Identify professional development and resources based on the data that has been analyzed.
4. Support a process and structure to design, implement and evaluate both daily instruction and specific instructions and assist in examining the validity and effectiveness of both.
5. Assist with monitoring and respond to the needs of subgroups within the expectations for adequate yearly progress.

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 MTSS Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and administration to help develop the School Improvement Plan. The team provided data on Tier 1, 2, and 3 targets and academic areas that need to be addressed. The MTSS Leadership Team helped set clear expectations for instruction for Tier 1, 2, and 3 targets.

MTSS Implementation

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

Academic

- *Florida Assessment for Instruction in Reading (FAIR)
- *Interim Assessments
- *FCAT
- *Student grades
- *School site specific assessments

Behavior:

- *Student Case Management Systems (SCMS)
- *Detentions
- *Suspensions/expulsions
- *Attendance

*Referrals to Special Education Programs

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and small data disaggregation sessions will occur throughout the year.

The MTSS Leadership Team will also evaluate additional staff Professional Development needs during meetings

Describe the plan to support MTSS.

The MTSS Leadership Team will support the MTSS process:

1. Use a team approach to make data-based decisions for individual students to increase achievement.
2. Utilize data from ongoing assessment to make informed decisions about student needs.
3. Ongoing fidelity checks will be scheduled to ensure that the MTSS plan is being implemented with fidelity.
4. Monitor and assist in providing ongoing training for staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Mercy Aguilar
Assistant Principals- Maria G. Fernandez
Technology Specialist – Michelle Heistand
SPED Department Head – Maria Serralta
Grade Level Chairs – (K -5)
Gifted Chair – Eva Rodriguez
Bilingual Department Head – Elsie Monagas

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

The LLT team will meet monthly and focus meetings on areas of concern in literacy and reading achievement based on the needs of students.

The LLT will:

1. Work together to ensure the fidelity of implementation of the K-12 CRRP.
2. Gather and analyze data to drive instructional decisions in the school/classroom.
3. Provide or locate professional development and resources based on data.

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

The major LLT initiatives will be on developing a school-wide literacy initiative based on data that will improve teaching and student achievement in writing. The LLT will work with teachers to create a school-wide writing plan, which will be implemented in grades K-5.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

N/A

***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 indicates that 26% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage point to 30% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (114)	30% (134)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Reading administration show the area of weakness as Literary Analysis (Content 3) for 4th and 5th grade. This indicates that students are having difficulty understanding Elements of Story Structure within and across texts.	Students will use grade-level appropriate text that will allow them to interpret story structure within text. Students will use grade-level appropriate text and use story mapping, focusing on character traits, development and point of view.	Literacy Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review assessment data monthly and adjust instructions as needed.	Formative Evaluations. -Classroom Assessments -Interim Assessments -FAIR Assessments -Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: -2013 FCAT Reading Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 indicates that 46% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage point to 48% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (204)	48% (215)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Reading administration show the area of weakness as Informational Text/Research Process (Content 4) for 5th grade. This indicates that students are having difficulty interpreting graphical information (text features).	Students will use brochures, how-to-articles, and other real documents to identify text features, as well as, locating interpreting and organizing information.	Literacy Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review assessment data monthly and adjust instructions as needed.	Formative Evaluations. - Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: - 2013 FCAT Reading Test
2	The results of the 2012 FCAT Reading administration show the area of weakness as Reading Application (Content 2) for 3rd grade. This indicates that students are having difficulty understanding the Main Idea (stated/implied), Author's Purpose/Perspective in a passage.	Students will use grade-level appropriate text that has Main Idea stated or implied, as well as be able to identify a correct summary statement. Students will use grade-level appropriate text which will include identifiable author's purpose for writing the passage (entertain, persuade, inform), as well as the author's perspective.	Literacy Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review assessment data monthly and adjust instructions as needed.	Formative Evaluations. - Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: - 2013 FCAT Reading Test
	The results of the 2012	Students will use grade-	Literacy Leadership	Monthly ongoing progress	Formative

3	FCAT Reading administration show the area of weakness as Literary Analysis (Content 3) for 4th and 5th grade. This indicates that students are having difficulty understanding Elements of Story Structure within and across texts.	level appropriate text that will allow them to interpret story structure within text. Students will use grade-level appropriate text and use story mapping, focusing on character traits, development and point of view.	Team	monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review assessment data monthly and adjust instructions as needed.	Evaluations. - Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: - 2013 FCAT Reading Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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 indicates that 78% of students made learning gains. Our goal for the 2013 school year is to increase student learning gains in reading by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (221)	83% (235)

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
Learning gains in reading was affected by the	Utilize assessment data to regroup and target	Literacy Leadership Team	Monthly monitoring of this strategy will be done	Formative Evaluations.

1	inconsistency of differentiated instruction with fidelity.	students monthly for small-group, skill-based instructions.	through: - Administrative Observations - Analyzing SuccessMaker data - Analyzing Reading Plus data - Analyzing FAIR data for Differentiated Instruction - Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	- Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: - 2013 FCAT Reading Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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 indicates that 78% of students made learning gains. Our goal for the 2013 school year is to increase student learning gains in reading by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (55)	83% (59)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Reading gains for students in the lowest	Students in this quartile will be identified for	Literacy Leadership Team	Monthly monitoring of this strategy will be done	Formative Evaluations.

1	25% are affected by a weakness in Vocabulary (Content 2)	intervention. Useful instructional strategies will include instruction in differences in meaning due to context and engaging affix or root word activities.	through; : - Administrative Observations - Analyzing SuccessMaker data - Analyzing FAIR data for Differentiated Instruction. - Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	- Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: - 2013 FCAT Reading
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of the Black subgroup, 74% of the Hispanic and 82% of the Asian subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the White Black subgroup by 25 percentage points to 88%, in the Hispanic subgroup by 4 percentage points to 78% and in the Asian subgroup by 3 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% (25) Black: 63% (10) Hispanic: 74% (278) Asian: 82% (10) American Indian: N/A	White: 78% (26) Black: 88% (14) Hispanic: 78% (293) Asian: 85% (10) American Indian: 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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, only 74% of the Hispanic subgroup achieved proficiency. The lack of proficiency by the Hispanic subgroup can be attributed to a need for greater emphasis on vocabulary acquisition lessons.	Students will receive targeted vocabulary lessons through the core Reading program and SuccessMaker.	Leadership Team	Monthly monitoring of this strategy will be done through; : - Administrative Observations - Analyzing SuccessMaker data - Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions	Formative Evaluations. - Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation:

			as needed	-2013 FCAT Reading Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 66% of the English Language Learners (ELL) achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the English Language Learners (ELL) subgroup by 11 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (62)	77% (72)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, only 66% of the English Language Learners subgroup achieved proficiency. The lack of proficiency by the English Language Learners subgroup can be attributed to a need for greater emphasis on vocabulary acquisition lessons	Students will receive targeted vocabulary lessons through the core Reading program and SuccessMaker.	Literacy Leadership Team	Monthly monitoring of this strategy will be done through; -Administrative Observations -Analyzing SuccessMaker data -Analyzing FAIR data for Differentiated Instruction. -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Formative Evaluations. - Classroom Assessments - Interim Assessments - FAIR Aesments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus Summative Evaluation: -2013 FCAT Reading

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 37% of the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the SWD subgroup by 15 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (17)	52% (23)

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
	As noted on the administration of the	Students will receive targeted reading	Leadership Team	Monthly monitoring of this strategy will be done	Formative Evaluations.

1	<p>2012 FCAT 2.0 Reading Test, only 37% of the SWD subgroup achieved proficiency.</p> <p>The lack of proficiency by the SWD subgroup can be attributed to a need for greater emphasis on reading comprehension lessons.</p>	<p>comprehension lessons through the core Reading program and SuccessMaker.</p>	<p>through; :</p> <ul style="list-style-type: none"> - Administrative Observations - Analyzing SuccessMaker data - Analyzing FAIR data for Differentiated Instruction. - Program Reports <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	<ul style="list-style-type: none"> - Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus <p>Summative Evaluation: - 2013 FCAT Reading</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 70% of the Economically Disadvantaged (ED) subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the ED subgroup by 6 percentage points to 76%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>70% (223)</p>	<p>76% (242)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT 2.0 Reading Test, only 70% of the Economically Disadvantaged subgroup achieved proficiency.</p> <p>The lack of proficiency by the Economically Disadvantaged subgroup can be attributed to a need for greater emphasis on reading comprehension, as well as vocabulary lessons.</p>	<p>Students will receive targeted reading comprehension and vocabulary lessons through the core Reading program and SuccessMaker.</p>	<p>Literacy Leadership Team</p>	<p>Monthly monitoring of this strategy will be done through; :</p> <ul style="list-style-type: none"> - Administrative Observations - Analyzing SuccessMaker data - Analyzing FAIR data for Differentiated Instruction. - Program Reports <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	<p>Formative Evaluations.</p> <ul style="list-style-type: none"> - Classroom Assessments - Interim Assessments - FAIR Assessments - Computer Assisted Reports from 1. Successmaker 2. Reading Plus <p>Summative Evaluation: - 2013 FCAT Reading Test</p>

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
Utilizing SuccessMaker in the Classroom	K-5 Reading	P.D. Liaison	K-5 Language Arts/Reading Teachers	September 17, 2012	Tracking student progress through Cumulative Data Reports	Administrators
Lesson Study on Differentiated Instruction for the Language Arts/Reading Block	K-5 Language Arts/Reading	P.D. Liaison	K-5 Language Arts/Reading Teachers	November 6, 2012 & February 1, 2013	Differentiated Instruction Group Schedules	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate newspapers and magazines into classroom instruction.	Newspaper/Time For Kids	Special Purpose	\$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
Utilizing Lesson Studies on the effective use and implementation of Differentiated Instruction.	Fulfilling the Promise of the Differentiated Classroom by Carol Ann Tomlinson	Special Purpose	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal # 1:

Results of the 2012 CELLA Listening/Speaking indicate that 46% of students attained a level of proficiency.

2012 Current Percent of Students Proficient in listening/speaking:

46% (126)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 CELLA administration show that ELL students are having difficulty with Listening and Speaking in the English language.	In ESOL classes, students will be introduced to the Language Experience Approach (LEA) in order to have students use their ideas to develop Listening, Speaking, reading and writing skills.	ESOL Coordinator, Leadership Team	Quarterly Listening and Speaking assessments.	Formative: Quarterly Listening and Speaking assessments Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Results of the 2012 CELLA Reading indicate that 34% of students attained a level of proficiency.
2012 Current Percent of Students Proficient in reading:	
34% (93)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 CELLA administration show that ELL students are having difficulty with reading in the English language.	In ESOL classes, students will be introduced to the Question-Answer-Relationship (QAR) strategy to help students identify question types and teaching text organization.	ESOL Coordinator, Leadership Team	Quarterly reading assessments.	Formative: Quarterly reading assessments Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Results of the 2012 CELLA Writing indicate that 32% of students attained a level of proficiency.
2012 Current Percent of Students Proficient in writing:	
32% (88).	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results of the 2012	The results of the 2012	In ESOL classes,	ESOL Coordinator,	Formative:

1	CELLA administration show that ELL students are having difficulty with writing in the English language.	CELLA administration show that ELL students are having difficulty with writing in the English language.	students will utilize grammar and writing strategies within the reading block, such as daily edit and journal entries.	Leadership Team	Quarterly writing assessments Summative: 2013 CELLA
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CELLA Budget:

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

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 2010-2011 FCAT Mathematics Test indicates that 27% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 2 percentage point to 29% in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (128)	32% (143)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics administration demonstrates the area of weakness as Fractions (Content 2) for 3rd grade. This indicates that students are having difficulty developing an understanding of fractions and fraction equivalence; fractions to decimals and percent's; generating equivalent fractions and simplifying fractions.	Follow the pacing guide paying close attention to areas of deficiency in Fractions while providing extra support using technology (River deep and Success maker), vocabulary development, and proper problem solving techniques to affectively support their lessons being taught throughout the school year. Utilize a rotation schedule for use of technology programs in the classroom.	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Formative Evaluations. - Classroom Assessments - Interim Assessments - Computer Assisted Reports from 1. Successmaker Summative Evaluation: - 2013 FCAT Math Test
2	The results of the 2012 FCAT Mathematics administration demonstrates the area of weakness as Geometry and Measurement (Content 3) for 4th grade. This indicates that students are having difficulty developing an understanding of area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three dimensional object from a two demensinal object representation and vice versa.	Follow the pacing guide paying close attention to areas of deficiency in Geometry and Measurement while providing extra support using technology (River deep and Successmaker), vocabulary development, and proper problem solving techniques to affectively support their lessons being taught throughout the school year. Utilize a rotation schedule for use of technology programs in the classroom.	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed	Formative Evaluations. - Classroom Assessments - Interim Assessments - Computer Assisted Reports from 1. Successmaker Summative Evaluation: - 2013 FCAT Math Test
	The results of the 2012 FCAT Mathematics administration demonstrates the area of	Follow the pacing guide paying close attention to areas of deficiency in Expressions, Equations	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of	Formative Evaluations. - Classroom Assessments

3	<p>weakness as Expressions, Equations and Statistics (Content 3) for 5th grade. This indicates that students are having difficulty using the properties of equality to solve numerical and real world situations; and using the order of operations to simplify expressions which include exponents and parentheses.</p>	<p>and Statistics while providing extra support using technology (River deep and Successmaker), vocabulary development, and proper problem solving techniques to affectively support their lessons being taught throughout the school year. Utilize a rotation schedule for use of technology programs in the classroom.</p>	<p>data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports</p> <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	<p>- Interim Assessments - Computer Assisted Reports from 1. Successmaker</p> <p>Summative Evaluation: - 2013 FCAT Math Test</p>
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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:

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

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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal # 2a:</p>	<p>The results of the 2012 FCAT Mathematics Test indicates that 42% of students achieved levels 4 and 5 proficiency.</p> <p>Our goal for the 2013 school year is to maintain level 4 and level 5 student proficiency at 43% in mathematics.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>42% (187)</p>	<p>43% (193)</p>

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
	<p>The results of the 2012 FCAT Mathematics administration demonstrates the area of weakness as Fractions in 3rd – 5th grade. This indicates that students</p>	<p>Follow the pacing guide paying close attention to areas of deficiency in Fractions for each grade level, while providing extra support using technology (River deep</p>	<p>Administrators Leadership Team</p>	<p>Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments</p>	<p>Formative Evaluations. - Classroom Assessments - Interim Assessments - Computer</p>

1	are having difficulty understanding fractions and their concepts.	and Florida Online Intervention), vocabulary development, and proper problem solving techniques to affectively support their lessons being taught throughout the school year. Utilize a rotation schedule for use of technology programs in the computer lab.	- Interim Assessments - Teacher Observations - Administrative Observations - Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Assisted Reports Summative Evaluation: - 2013 FCAT Math Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Reading Test indicates that 78% of students made learning gains. Our goal for the 2013 school year is to increase student learning gains in reading by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (221)	83% (235)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Content Focus 3-Geometry and Measurement. The inconsistent	Implement intervention programs such as tutoring and computer based programs using Success Maker and River Deep.	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments	Formative Evaluations. - Classroom Assessments - Interim Assessments - Computer Assisted Reports

1	<p>implementation of interventions has hindered progress.</p> <p>Learning gains in math was affected by the inconsistency of differentiated instruction with fidelity.</p>		<p>- Teacher Observations - Administrative Observations - Program Reports</p> <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	<p>Summative Evaluation: - 2013 FCAT Math Test</p>
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	
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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The results of the 2011-2012 FCAT Mathematics Test indicates that 59% of students in the lowest 25% made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the lowest 25% of students making learning gains in mathematics by 10 percentage points to 69%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (34)	69% (40)

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
	Math gains for students in the lowest 25% are affected by a weakness in Number and Operations.	Develop differentiated skill based lessons that help promote the use of Number Operations and Problems. Staff will utilize Next Generation Sunshine State Standards (NGSSS) resources to present	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: - Pre/Post tests - Classroom Assessments - Interim Assessments	Formative Evaluations. - Classroom Assessments - Interim Assessments - Computer Assisted Reports

1		material in a variety of modalities	<ul style="list-style-type: none"> -Teacher Observations -Administrative Observations -Program Reports <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	Summative Evaluation: -2013 FCAT Math Test
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 74% of the White subgroup, 70 % of the Black subgroup, 70% of the Hispanic subgroup and 91% of the Asian subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the White subgroup by 8 percentage points to 82%, in the Black subgroup by 8 percentage points to 83%, in the Hispanic subgroup by 5 percentage points to 75% and in the Asian subgroup by 2 percentage points to 93%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74% (24) Black: 75% (12) Hispanic: 70% (264) Asian: 91% (11) American Indian: N/A	White: 82% (27) Black: 83% (13) Hispanic: 75% (283) Asian: 93% (11) American Indian: 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	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 74% of the White subgroup, 75% of the Black subgroup, 70% of the Hispanic subgroup and 91% of the Asian subgroup achieved proficiency. The lack of proficiency by the these subgroups can be attributed to a need for greater emphasis on Number and	Develop differentiated skill based lessons that help promote the use of Number Operations and Problems. Staff will utilize Next Generation Sunshine State Standards (NGSSS) resources to present material in a variety of modalities.	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the	Formative Evaluations. -Classroom Assessments -Interim Assessments -Computer Assisted Reports Summative Evaluation: -2013 FCAT Math Test

Operations lessons.	assessment data monthly and adjust instructions as needed.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of the English Language Learners (ELL) achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the English Language Learners (ELL) subgroup by 10 percentage points to 73%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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63% (59)	73% (69)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 63% of the English Language Learners subgroup achieved proficiency. The lack of proficiency by the English Language Learners subgroup can be attributed to inconsistent implementation of intervention.	Implement intervention programs such as tutoring and computer based programs using Success Maker.	Administrators Leadership Team	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Formative Evaluations. -Classroom Assessments -Interim Assessments -Computer Assisted Reports Summative Evaluation: -2013 FCAT Math Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 mathematics Test indicate that 41% of the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the SWD subgroup by 17 percentage points to 58%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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41% (18)	58% (26)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 41% of the SWD subgroup achieved proficiency.</p> <p>The lack of proficiency by the SWD subgroup can be attributed to a need for greater emphasis on Number and Operations lessons.</p>	<p>Develop differentiated skill based lessons that help promote the use of Number Operations and Problems. Staff will utilize Next Generation Sunshine State Standards (NGSSS) resources to present material in a variety of modalities</p>	<p>Administrators Leadership Team</p>	<p>Monthly ongoing progress monitoring of these students will be done through the analysis of data from:</p> <ul style="list-style-type: none"> -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	<p>Formative Evaluations.</p> <ul style="list-style-type: none"> - Classroom Assessments - Interim Assessments - Computer Assisted Reports <p>Summative Evaluation:</p> <ul style="list-style-type: none"> - 2013 FCAT Math Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 mathematics Test indicate that 67% of the Economically Disadvantaged(ED) subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantaged (ED) subgroup by 6 percentage points to 73%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>67% (214)</p>	<p>73% (233)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 67% of the SWD subgroup achieved proficiency.</p> <p>The lack of proficiency by the SWD subgroup can be attributed to a need for greater emphasis on number and operation lessons.</p>	<p>Develop differentiated skill based lessons that help promote the use of Number Operations and Problems. Staff will utilize Next Generation Sunshine State Standards (NGSSS) resources to present material in a variety of modalities</p>	<p>Administrators Leadership Team</p>	<p>Monthly ongoing progress monitoring of these students will be done through the analysis of data from:</p> <ul style="list-style-type: none"> -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations -Program Reports <p>Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.</p>	<p>Formative Evaluations.</p> <ul style="list-style-type: none"> - Classroom Assessments - Interim Assessments - Computer Assisted Reports <p>Summative Evaluation:</p> <ul style="list-style-type: none"> - 2013 FCAT Math Test

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
Technology in Mathematics	Grades K-5	PD Liaison and Math Department Head	Grades K-5 Mathematics Teachers	November 6, 2012	Walk-throughs, teacher data chats, review of technology reports	Administration
Utilizing Success Maker in the Classroom	Grades K-5 Math Teachers	PD Liaison and Math Department Head	Grades K-5 Mathematics Teachers	September 17, 2012	Tracking student progress through Cumulative Data Reports	Administration
Elementary Mathematics Learning Community Dialogue	Grades K-5 Math Teachers	PD Liaison and Math Department Head	Grades K-5 Mathematics Teachers	Monthly	Tracking student progress through Cumulative Data Reports	Administration
District Math Leader/Coach Meeting	Grade K-5 Math Teachers	Math Department Head	Math Department Head	Monthly	Action Plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Lesson Studies on the effective use and implementation of Differentiated Instruction	Fulfilling the Promise of the Differentiated Classroom by Carol Ann Tomlinson	Discretionary	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicates that 41% of students achieved level 3 proficiency. Our goal for the 2013 school year is to increase level 3 student proficiency by 3 percentage points to 44% in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

41% (63)		44% (67)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Science administration demonstrate the area of weakness as inquiry based activities related to Physical Science concepts	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during essential labs and journal writing on a weekly basis to expand use of the scientific method as it applies to physical science	Leadership Team Administration	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Formative Evaluations. -Classroom Assessments -Interim Assessments Summative Evaluation: -2013 FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicates that 20% of students achieved levels 4 and 5 proficiency. Our goal for the 2013 school year is to increase level 4 and level 5 student proficiency by 1 percentage point to 21% in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

20% (31)			21% (33)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Science administration demonstrate the area of weakness as Earth and Space Science. This indicates students are having difficulty with understanding Earth and Space Concepts.	Develop Lesson Studies with elementary Science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Science.	Leadership Team Administration	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: -Pre/Post tests -Classroom Assessments -Interim Assessments -Teacher Observations -Administrative Observations Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Formative Evaluations. -Classroom Assessments -Interim Assessments Summative Evaluation: -2013 FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
Utilizing lab kits to successfully implement labs.	K-5 Science Teachers	PD Liaison Science Department Head	K-5 Science Teachers	September 26, 2012	Hands-on lessons inquiry forms	Administrators
Inquiry-Based Learning	3-5 Teachers	PD Liaison Science Department Head	3-5 Science Teachers	November 6, 2012	Science Lab Journals	Administrators
District Science Leader/Coach Meeting	K-5 Science Teachers	Department Head	Department Head	Monthly	Action Plans	Administrators

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
Develop a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts for grades K-5. Staff will utilize NGSSS resources to present material in a variety of modalities.	Replenishment of Science Materials	Discretionary Funds	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250.00

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:	Results of the 2012 FCAT 2.0 Writing indicate that 87% of students achieved proficiency by scoring a Level 3 or above. Our goal for the 2012-2013 school year is to increase Level 3 and above students proficiency by 1 percentage point to 88%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (134)	88% (136)

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 Writing was focus and conventions.	Teachers will utilize revising/editing chart, conferencing with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.	Literacy Leadership Team Administration	Monthly ongoing progress monitoring of these students will be done through the analysis of data from: - Pre/Post tests - Classroom Assessments - Monthly Writing Prompts - Teacher Observations - Administrative Observations Following the FCIM model, the Literacy Leadership Team and teachers will review the assessment data monthly and adjust instructions as needed.	Formative Evaluations. - Classroom Assessments - Interim Assessments Summative Evaluation: - 2013 FCAT Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.
 Writing Goal #1b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Writing Skills	K-5 Teachers	PD Liaison	K-5 Writing Teachers	September 26, 2012 November 6, 2012	Monthly Writing Prompts	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Lesson Studies on effective writing skills. Teachers will work together to create a Focus Calendar targeting the various components of writing.	Building A Writing Community-A Practical Guide & Teaching the Youngest Writers-A Practical Guide by Marcia S. Freeman	Discretionary Funds	\$75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$75.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2011-2012 school year is to increase attendance to 96.8 % by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.8% (861)	97.3% (865)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

162	154				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
167	159				
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	Attendance rate has decreased due to the high mobility of students in the area.	Identify and refer students who may be developing a pattern of nonattendance to the Social Worker, and the Attendance Review Committee (ARC) for possible intervention.	Principal, Assistant Principal, Counselors and Social Worker	Weekly updates to Administration by the ARC. Also updates to students and staff through the morning announcements, as well as, during faculty meetings	COGNOS Attendance Records
2	Our goal is to decrease tardies by 5% from the previous year.	Identify and refer students who may be developing a pattern of tardies to the Social Worker, and the Attendance Review Committee (ARC) for intervention services.	Principal, Assistant Principal, Counselors and Social Worker	Weekly updates to Administration by the ARC. Also updates to students and staff through the morning announcements, as well as, during faculty meetings	Attendance Records

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 Teachers	Registrar and Counselors	School-Wide	August 16, 2012	A Truancy Intervention Program will be developed and shared during the PD. Administration will monitor the implementation of this program by teachers and staff.	Administration, Counselors, Social Worker and Registrar

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
5		5			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
5		5			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
7		6			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
6		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	Indoor and outdoor suspension rates are affected by the lack of parent/school	Utilize the Code of Student Conduct by providing incentives for compliance and contact	Administration and School Counselors	Student Case Management (SCM) forms	Parent Communication Log and COGNOS quarterly

communication in regards to the Code of Student Conduct.	parents of students with discipline violations.			suspension 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
Code of Student Conduct	PK-5 Teachers	Administration	School-Wide	August 16, 2012	Utilize classroom, cafeteria, and building walk-throughs to monitor Faculty and Staff enforcement of the Code of Student Conduct.	Administration and Counselors

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal # 1:

During the 2011-2012 school year, parent participation in school wide activities was 35%.

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		Our goal for the 2012-2013 school year is to increase parent participation by 5% from 35% to 40%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
35% (301)		40% (344)			
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	Lack of parent participation in school wide activities due to parents' work schedules.	School Administration will utilize the Connect-Ed system to maintain continual communication with parents and encourage their participation in all school events.	School Administration and School Staff.	Review sign in sheets/logs to determine the number of parent participation in school events.	Sign in sheets
2	Offer parent workshops during the day, afterschool and in the evening to assist working families.	Conduct parent workshops through Bilingual Parent Outreach Program (BPOP) during the day, as well as, resource workshops and training for parents on FCAT Strategies after school .	School Administration and School Staff	Review sign in sheets/logs to determine the number of parent participation in school events.	Sign in sheets

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
FCAT Strategies	K-5	Administrators and Teachers	Parents	October 2012 March 2013	Review sign in sheets/logs to determine the number of parents attending the workshop	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Workshops	Handouts to include Calendars, Handouts, Agenda, Sample Tests	PTA	\$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 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:		Our Goal for the 2012-2013 school year, is to increase activities for students to design and develop science, math and engineering projects utilizing technology to promote scientific thinking and the development and implementation of inquiry-based activities.			
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	Student participation in the Science Fair is hindered by limited parental involvement in assisting students with the development of their individual Science projects.	Implement a clear and detailed Science Fair packet detailing the role of the parent in their child's project.	Leadership Team	Quality of individual student projects, as well as a report on number of participants in the Science Fair.	Formative: Scientific journals Summative: Science Fair participation log

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporate newspapers and magazines into classroom instruction.	Newspaper/Time For Kids	Special Purpose	\$500.00
Parent Involvement	Parent Workshops	Handouts to include Calendars, Handouts, Agenda, Sample Tests	PTA	\$150.00
				Subtotal: \$650.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilizing Lesson Studies on the effective use and implementation of Differentiated Instruction.	Fulfilling the Promise of the Differentiated Classroom by Carol Ann Tomlinson	Special Purpose	\$100.00
Mathematics	Implementation of Lesson Studies on the effective use and implementation of Differentiated Instruction	Fulfilling the Promise of the Differentiated Classroom by Carol Ann Tomlinson	Discretionary	\$100.00
Science	Develop a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts for grades K-5. Staff will utilize NGSSS resources to present material in a variety of modalities.	Replenishment of Science Materials	Discretionary Funds	\$250.00
Writing	Implementation of Lesson Studies on effective writing skills. Teachers will work together to create a Focus Calendar targeting the various components of writing.	Building A Writing Community-A Practical Guide & Teaching the Youngest Writers-A Practical Guide by Marcia S. Freeman	Discretionary Funds	\$75.00
				Subtotal: \$525.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,175.00

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.

No Attachment (Uploaded on 10/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Brainpop	\$1,650.00
Incentive for various technology program completions	\$500.00

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

Monthly meetings will be held to review assessment data and brainstorm strategies to implement for improvement. Also, to review and update SIP, as well as to distribute SAC funds accordingly

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 OLIVER HOOVER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	88%	81%	65%	325	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	72%	64%			136	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	71% (YES)	72% (YES)			143	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District OLIVER HOOVER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	90%	87%	68%	333	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	80%	71%			151	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	69% (YES)	74% (YES)			143	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					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested