FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAKE STEVENS ELEMENTARY SCHOOL

District Name: Dade

Principal: Vanady A Daniels

SAC Chair: Andrea Hernandez

Superintendent: Alberto Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Vanady A. Daniels	ELEM ED, EDUCATIONAL LEADERSHIP; SCHOOL PRINCIPAL	1	15	'12 '11 '10 '09 '08 School Grade C B D C D AYP N/A N N N N High Standards Rdg. 41 56 48 55 54 High Standards Math 44 64 55 57 45 Learning Gains-Rdg 70 67 53 61 60 Learning Gains-Math 63 73 56 68 49 Gains-Reading -25% 69 55 55 47 59 Gains –Math-25% 65 79 52 74 50
Assis Principal	Marc W Schwam	ELEM ED, EDUCATIONAL LEADERSHIP	1	1	'12 '11 '10 '09 '08 School Grade B B D C D AYP N/A N N N N High Standards Rdg. 47 62 57 57 57 High Standards Math 53 69 58 58 62 Learning Gains-Rdg 77 61 65 65 61 Learning Gains-Math 80 65 62 62 67 Gains-Reading -25% 74 66 68 68 53 Gains –Math-25% 78 74 60 60 65

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tekara Scott	B.S. Secondary English Education (5-9), K-12 Reading Certification M.S. Reading	1	3	'12 '11 '10 '09 '08 School Grade Pend C D F F AYP N/A N N N N High Standards Rdg. 23 19 18 16 37 High Standards Math 32 51 58 54 33 Learning Gains-Rdg 52 41 37 12 58 Learning Gains-Math 44 60 72 74 63 Gains-Reading -25% 62 55 45 52 69 Gains –Math-25% 51 69 76 81 70

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. Modeling of Researched-Based Practices	Reading Coach Math Leader	June 5, 2013	
2	2. Participate in school-developed Teacher Mentoring Program for the beginning teachers and new teachers to the school	Assistant Principal and Reading Coach	December 21, 2012	
3	3. Professional Development through Common Core State Standards for Reading and Math	Instructional Coach Administration	June 5, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1(0.05%)	The instructor completed the requirements to attain the professional educator certificate on 6/2/10 Update HOUSSE

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
20	0.0%(0)	25.0%(5)	50.0%(10)	25.0%(5)	50.0%(10)	70.0%(14)	15.0%(3)	0.0%(0)	70.0%(14)

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
Wandra Carey	NA	Professional has 20 years of successful teaching experience	• Overview of Common Core State Standards, Next Generation State Standards • School & District Initiatives • Professional Development Opportunities • Classroom & Data Management Conferencing (Reflections) Peer Observations

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

Lake Stevens Elementary, a Title I school, maximizes its resources to provide hourly personnel to offer remediation, purchase supplies and instructional materials geared toward meeting and increasing high academic standards. Our school-wide initiative will be to implement an in-house character education program, supporting character values and assisting students with social conflicts. This endeavor will enhance and expand our current character education program and promote model student behavior. As we launch our school developed program, it is our goal to reduce the number of suspensions and foster a safe supportive learning environment.

Services are provided to ensure that students who require additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. A Community Involvement Specialists (CIS), serves as a liaison between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. A reading coach and mathematics leader develop, lead, and evaluate school core content standards programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

The reading coach and mathematics leader identify systematic patterns of student need while working with district support specialist(s) to coordinate and implement appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to assess the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents are informed about the importance of this survey through communications from CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

out Prevention programs.

Title II

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

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

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Lake Stevens Elementary 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)

Lake Stevens 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 addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

Lake Stevens Elementary 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, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy. The school was awarded for the third year, the Fresh Fruits and Vegetables Grant for the 2012-2013 school year. The USDA Fresh Fruits and Vegetable Program will be integrated into the curriculum through creative and innovative lessons that will ignite students' curiosity to research, explore and enjoy the numerous fruits and vegetables they encounter. Educational activities, such as, conducting surveys and graphing results, researching origins of fruits, and creating recipes or other uses of FFVP fruits and vegetables will expose students to different cultures and the benefits of healthy snacks.

Housing Programs

Not Applicable

Head Start

> Head Start programs are co-located in several Title I schools and/or communities. 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

> Not Applicable

Career and Technical Education

> Not Applicable

Job Training

> Not Applicable

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.
> 1. MTSS/RtI leadership consists of the following:
>
> • Administrator(s) who will ensure commitment and allocate resources;
> • Teacher(s) Reading Coach, and Mathematics Leader will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
> • Team members who will meet to review consensus, infrastructure, and implementation of building level.
> 2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
> • Special education teacher
> • School guidance counselor
> • School psychologist
> • School social worker
> • Member of advisory group
> 3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
> • The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
> • The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
>
>
> • The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
> There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

> 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/RtI team will meet bi-weekly.

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

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

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

The leadership team will consider data the end of year Tier 1 problem solving

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MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports

- Interim assessments
- Schoolsite reading, writing, and mathematics assessments
- Florida Comprehensive Assessment Test 2.0 (FCAT 2.0 2.0)
- Student grades
- School site specific assessments

Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
Referrals to special education programs

Describe the plan to train staff on MTSS.

Professional development will be provided by District personnel and support will include:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Vanady A. Daniels, Principal
Marc W. Schwam, Assistant Principal
Andrea Hernandez, Math Leader
Tekara Scott-Jenkins, Reading Coach
Blanca Mejia, Counselor
Matilde Silva, Teacher
Olga Pozo, Teacher

Drabina Washington, Teacher
Deborah Arca, Teacher
Ana Maria Correa, Teacher
Reina Guzman, Teacher
Marina Arroyave, Teacher
Stephan Chue, Teacher

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

The Literacy Leadership Team will meet monthly to discuss school initiatives, data and school trends. Each team member's role is vital to the implementation and effectiveness of our school initiatives. The principal will organize the meetings and monitor committee's roles and responsibilities. The assistant principal will supervise curriculum and monitor student progress. The counselor will embed character education into curriculum via literature. The coaches will facilitate professional development to teachers and model "best practices" lessons that will impact student learning. The teachers will be active supporters in infusing school wide literacy activities to their grade levels. Through our meetings, the school will have a voice and understanding of the LLT purpose and vision.

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

The major initiatives of the Literacy Leadership Team will consist of school-wide literacy activities, data analysis, monitoring of the school improvement plan's objectives and RtI process. In preparing teachers to better understand the Common Core State Standards, the Next Generation Sunshine State Standards, and Item Specifications, the leadership team will ensure teachers are exposed to professional development during weekly grade level meetings. Professional development will be a pivotal component in teachers developing an in-depth understanding of what is taught at their grade level and its respective prerequisite skills. Literacy activities such as, Author's Night, and the integration of literature across the curriculum will contribute to developing habitual readers. Character Education is essential to developing responsible future citizens; therefore, at the core of our school will be a strong emphasis on activities such as, monthly teaching of core values, bullying presentations from the Miami Dade Police Department, and student mentoring program offered by local community partner (Invest in Our Children, Inc.)

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/8/2012)

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

Lake Stevens Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The Phonological and Early Literacy Inventory (PELI) is administered to all preschoolers as pre and post-test. The results of this assessment are utilized to identify and target low performing students. In addition, certified teachers use frequent and systematic observation of children's readiness abilities to help modify instruction and meet individual needs. The Waterford Early Learning Program is utilized by all learners to expose them to technology. In order to bridge the gap between school and community, our school provides a continuum of support to parents. Therefore, our staff conducts workshops to enable parents with strategies to increase student academic achievement, monthly calendars delineating school events, access to instructional materials, such as, LEAP Frog and resource packets with fundamental skill practice.

*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.

Not Applicable

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?

Not Applicable

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?

Not Applicable

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (37)	29% (44)

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	According to the results of the 2012 FCAT 2.0 Reading Test, the area of greatest deficiency was reporting category Reading Application with a targeted emphasis on main idea and supporting details	Implement Reciprocal Reading strategies to be used before, during, and after reading instruction.	MTSS / RtI Team LLT	The administrative team and reading coach will monitor student progress on a weekly basis in demonstrating reciprocal teaching based on student generated work samples and classroom walkthroughs and observations.	Formative: Monthly Assessments, Interim Assessments, student authentic work Summative: 2013 FCAT 2.0 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 20% of students achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 & 5 student proficiency by 2 percentage points to 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (30)	22% (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	According to the results of the 2012 FCAT 2.0 Reading Test, the area of greatest deficiency was reporting category Reading application with a targeted emphasis on Comparison and contrast.	Utilize the Success Maker reading program to target specified benchmark skills of comparison and contrast.	MTSS / RtI Team LLT	The administrative team and reading coach will monitor students' Success Maker data reports on a bi-weekly basis to determine student proficiency in reading benchmark: comparison and contrast. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction.	Formative: Monthly Assessments, Interim Assessments, SuccessMaker reports Summative: 2013 FCAT 2.0 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 76% made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (69)	81% (74)

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	According to the results of the 2012 FCAT 2.0 Reading Test, the area of greatest deficiency was reporting category reading application with a targeted emphasis on Reporting category vocabulary with a targeted emphasis on context clues.	Students will utilize context clues charts to determine meanings of words in text Implement data driven instruction, specific to students' needs during small group instruction to target emphasis on context clues.	MTSS / RtI Team LLT	The administrative team and reading coach will monitor students' generated work samples on a bi-weekly basis to determine students' understanding of word relationships in text. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction	Formative: Monthly Assessments, Interim Assessments, student authentic work Summative: 2013 FCAT 2.0 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 79% 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 5 percentage points to 84%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (N<30)	84% (N<30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading Test, the area of greatest deficiency was reporting category vocabulary with a targeted emphasis on Base words and affixes.	Utilize the FCRR activities in small group instruction to target specific vocabulary skills in identifying and analyzing base words and affixes	MTSS / RtI Team LLT	The administrative team and reading coach will monitor students' understanding of recognizing base words and affixes in text to increase vocabulary development on a bi-weekly basis. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction	Formative: Monthly Assessments, Interim Assessments, student authentic work Summative: 2013 FCAT 2.0 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%. 5A :

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 reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 37% of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 17 percentage points to 54%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 37% (22)	Black: 54% (32)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Black: Students would benefit from additional support in specified reading benchmark skill	Implement differentiated instruction on skill based lessons on reading benchmark skills author's purpose and perspective,	MTSS / RtI Team LLT Administration	The administrative team and reading coach will monitor students' progress bi-weekly on students' progress on	Formative: Monthly and Interim Assessments, student authentic

				interpreting graphical information through means of mini benchmark reading assessments.	work
1	instruction author's purpose and perspective.	and interpreting graphical information. Utilize Times for Kids Magazines in small group instruction to reinforce interpreting graphical information skills.		interpreting graphical information through means of mini benchmark reading assessments. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction Data conferences	Summative: 2013 FCAT 2.0 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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of the ELL students achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 51%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (15)	51% (18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading Test, the area of greatest deficiency was reporting category vocabulary with a targeted emphasis on antonyms, synonyms, homographs, and homophones	Utilize graphic organizers and eraser marker boards to provide students the opportunity to practice recognizing word relationships and multiple meanings of words.	MTSS / RtI Team LLT Administration	The administrative team and reading coach will monitor students' on a bi-weekly basis for understanding of recognizing word relationships and identifying multiple meaning of words in text to increase vocabulary development. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction Data conferences	Formative: Monthly and Interim Assessments, FAIR, student authentic work Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 11% of the SWD students achieved proficiency. Our goal is to increase student proficiency by 16 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (3)	27% (8)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the data, the area of deficiency is the Reporting Category 2 Reading Application. Student with Learning Disabilities would benefit from intensive instruction with main idea, relevant supporting details, strongly implied message, inference and chronological order within and across texts	Utilize selective underling of key words, side summary notes used to condense gist/details of passages, and utilize district task cards to analyze and interact with grade level text. Implementation of differentiated Instruction with emphasis on targeted skill instruction main idea and supporting details.	MTSS / RtI Team LLT Administration	Leadership Literacy team will meet monthly to review work samples and data to determine effectiveness of strategies. Differentiated instruction will be geared to re-aligning methods of instruction to address targeted strategies via smaller setting. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction Data Conferences	Formative: Interim Assessments, FAIR, student authentic work Summative: 2013 FCAT 2.0 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 2.0 Reading Test indicate that 47% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase proficiency by 6 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (65)	53% (73)

	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	According to the data, the area of deficiency is the Reporting Category 2 Reading Application. Students would benefit from intensive instruction with main idea, relevant supporting details, strongly implied message, inference and chronological order within and across texts	Use selective underling of key words, side summary notes used to condense gist/details of passages, and utilize district task cards to analyze and interact with grade level text. Implement data driven instruction, specific to students' needs during small group instruction using supplemental materials	MTSS / RtI Team LLT	Leadership Literacy team will meet monthly to review work samples and data to determine effectiveness of strategies. Administration will perform classroom walkthroughs and observations on a weekly basis to observe lesson plans and instruction Data conferences	Formative: Interim Assessments, FAIR, student authentic work Summative: 2013 FCAT 2.0 Assessment

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker: Refresher Training	Grades K-5	Reading Coach	K-5 Reading Teachers	August 29, 2012	Focused Walkthroughs, Lesson Plans	Administration, LLT Team
Reciprocal Teaching: A Researched Based Strategy to Increase Comprehension Refresher	Grades K-5	Reading Coach	K-5 Reading Teachers	September 5, 2012	Classroom visits to observe modeling of reciprocal teaching strategies	Administration, LLT Team
Common Core State Standards, Next Generation Sunshine State Standards, and Item Specifications	Grades K-5	Common Core Team	K-5 Reading Teachers	October 9-10, 2012	Classroom walkthroughs and assessments	Administration, LLT Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Exemplar Text to students	Exemplar Texts	Title 1	$1,678.00
Use of reading tools for students to write across the curriculum in small groups	Eraser marker boards for students	Title 1	$538.05
Utilize supplemental text (magazines) to promote higher order thinking and reading a variety of genre	Time For Kids magazines Weekly Reader magazines	Title 1	$676.20
Utilize supplemental resources to support RtI and for small group instruction	Response to Intervention Unit and Graphic Organizer boards	Title 1	$983.00
			Subtotal: $3,875.25
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
Provide Incentives to promote high standards	Awards, Certificates, trophies, medals	EESAC	$234.20
			Subtotal: $234.20
			Grand Total: $4,109.45

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Assessment indicate that 52% of the students achieved proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
52% (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	Students would benefit from intense instruction in developing their fluency skills to better comprehend reading text.	Utilize listening stations for audio books to enable students to hear fluent reading.	dministration	Administration will review lesson plans on a weekly basis during focused classroom walkthroughs and meet with grade levels to ascertain if students are making adequate progress.	Formative: Student Work Samples Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Assessment indicate that 30% of the students achieved proficiency in Reading.
2012 Current Percent of Students Proficient in reading:	
30% (19).	

	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 would benefit from vocabulary instruction in recognizing synonyms, antonyms, homophones and homographs to increase vocabulary development.	Utilize graphic organizers to build general knowledge of word meanings and relationships with a special focus on recognizing word relationships and identifying multiple meaning of words	Administration LLT Team	The LLT and administration will monitor on-going classroom assessments/observations on a monthly basis focusing on students' knowledge of word meaning and relationships, as well as their ability to identify multiple meanings in context.	Formative: Interim Assessment Summative: 2013 CELLA Assessment

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

	3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment indicate that 29% of the students achieved proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

29% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students would benefit from systematic instruction in writing conventions and vocabulary instruction to demonstrate proper grammar and spelling skills.	Utilize daily writing practice skills through writing workshops for students. Utilize Write Bright station program to increase students' ability to refine their writing skills in the areas of conventions: grammar and spelling skills.	Administration	Student writing samples will be reviewed by LLT team members on a monthly basis to monitor students' progress in the area of conventions: grammar and spelling skills	Formative: Monthly writing samples Summative: 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Practice using rubrics and daily writing skills through essay development lessons.	Write Bright Program/Swaine Learning System	Title 1	$450.00
			Subtotal: $450.00
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: $450.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 24% achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 6 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (36)	30% (45)

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	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 3 students was Reporting Category: Number and Operations - Fractions.	Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Create cooperative learning groups and provide the students an opportunity to solve problems and communicate their thinking.	Administration	Conduct monthly assessments and have the Math Leader and administration review data to ensure progress. Adjust curriculum focus based on data reports. Adjustments to curriculum focus will be made as needed. Provide time during data conferences to share data and best practices and reflect on additional needs. Classroom walkthroughs and observations	Formative: Monthly Assessments, Interim Assessments, Math Journals, Student Authentic Work Summative: 2013 FCAT 2.0 Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 4 students was Reporting Category: Geometry & Measurement and in Grade 5, students had the greatest difficulty with Reporting Category: Expressions, Equations, and Statistics	. Provide fourth grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing and classifying, and building; drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and-three-dimensional shapes/objects. Provide fifth grade students grade level appropriate activities that build an understanding of functional relationships that will allow students to create rules that	Administration	Conduct monthly assessments and have the Math leader and administration review data to ensure progress. Adjust curriculum focus based on data reports. Adjustments to curriculum focus will be made as needed. Provide time during data conferences to share data and best practices and reflect on additional needs. Classroom walkthroughs and observations	Formative: Monthly Assessments, Interim Assessments, Math Journals, Student Authentic Work Summative: 2013 FCAT 2.0 Assessment

		describe relationships and to describe relationships in context.			

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 21% achieved Levels 4 & 5 proficiency. Our goal is to increase Levels 4 & 5 proficiency by 3 percentage points to24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (32)	24% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 3 students was Reporting Category: Number and Operations - Fractions. According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 4 students was Reporting Category: Geometry & Measurement and in Grade 5, students had the greatest difficulty with Reporting Category: Expressions,	Provide higher order thinking skill activities that are project based during small group instruction for enrichment in the Reporting Categories: Fractions, Geometry & Measurement, and Expressions, Equations, & Statistics. Utilize mathematics journals with essential questions, problem solving methods, and open-ended questioning to address the Reporting Categories: Fractions, Geometry &	Administration	The math leader and administration will monitor student progress on a weekly basis and will be measured through project based assignments and authentic assessments offering an opportunity to express their thinking process. Administration will collaborate with instructional leaders on a monthly basis during data conferences to monitor student math journals and assessment scores to determine the effectiveness of the	Formative: Monthly Assessments, Interim Assessments, math journals, student authentic work Summative: 2013 FCAT 2.0 Assessment

Equations, and Statistics	Measurement, and Expressions, Equations, & Statistics.		strategies being implemented. Classroom walkthroughs and observations	

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 56% made learning gains. Our goal is to increase students achieving learning gains by 10 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (51)	66% (60)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Reporting Categories: Fractions, & Geometry and Measurement.	Students will receive small group instruction during the math block while demonstrating an increased use of problem solving activities and hands on manipulatives to address Reporting Categories: Fractions, & Geometry and Measurement Implement small- group remedial instruction during the math block using eraser marker	Administration	Analysis of benchmark assessments during data conferences on a monthly basis with administration will determine modification of instruction as needed for differentiated instruction. Administration will perform Classroom walkthroughs and routine visits on a weekly basis to observe small group instruction.	Formative: Monthly Assessments, Interim Assessments, and SuccessMaker reports. Summative: 2013 FCAT 2.0 Assessment

		boards and SuccessMaker to address Reporting Categories: Fractions, & Geometry and Measurement			

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 49% of the lowest 25% made learning gains. Our goal is to increase in the lowest 25% achieving learning gains by 10percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (N<30).	59% (N<30)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Geometry and Measurement.</td><td>Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice during small group instruction in the math block.

Utilize the SuccessMaker program to provide remedial interventions in</td><td>Administration RtI Team</td><td>Analysis of benchmark assessments and SuccessMaker reports during data conferences on a monthly basis with administration will determine modification of instruction as needed for differentiated instruction.

Administration will perform Classroom walkthroughs and routine visits on a weekly basis</td><td>Formative: Monthly Assessments, Interim Assessments, SuccessMaker Reports, and student authentic work.

Summative: 2013 FCAT 2.0 Assessment</td></tr>
</table>

				to observe small group instruction and intervention groups.	
		Geometry and Measurement to the lowest performing students in grades 3-5 during additional intervention time in the daily schedule.			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 37% of the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 20 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 37% (22)	Black: 57% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category:Number: Operations and Problems	Provide students with grade-level appropriate opportunities to solve problems that require a child to explain their reasoning. Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations. Provide students with technology software such as SuccessMaker, Riverdeep and FCAT 2.0 Explorer to reinforce mathematical concepts. Utilize mathematics journals with essential questions, problem solving methods, and	Administration	Analysis of benchmark assessments and SuccessMaker reports during data conferences on a monthly basis with administration will determine modification of instruction as needed for differentiated instruction. Provide time during grade level data chats to share data and best practices and reflect on additional needs. Intervention reports from technology programs (SuccessMaker, RiverDeep, and FCAT 2.0 Explorer).	Formative: Monthly Assessments, Interim Assessments, Software reports, and student authentic work Summative: 2013 FCAT 2.0 Assessment

		open-ended questioning to address the benchmarks in Reporting Category: Number: Operations and Problems			

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 53% of the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (19)	60% (22)

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number and Operations - Fractions</td>
<td>Provide instructional support needed for students to develop skills for addition and subtraction of fractions and decimals through the use of Riverdeep, and SuccessMaker.

Provide students with auditory and written content in their native language to support the benchmarks in Reporting Category: Number and Operations - Fractions</td>
<td>Administration</td>
<td>Analysis of benchmark assessments and SuccessMaker reports during data conferences on a monthly basis with administration will determine modification of instruction as needed for differentiated instruction.

Administration will perform Classroom walkthroughs and routine visits on a weekly basis to observe small group instruction and intervention groups</td>
<td>Formative: Monthly Assessments, Interim Assessments, SuccessMaker and RiverDeep reports, student authentic work

Summative: 2013 FCAT 2.0 Assessment</td>
</tr>
</table>

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 19% of the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 24 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (6)	43% (12)

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<th>Evaluation Tool</th>
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<tr>
<td></td>
<td>The area of deficiency as noted on the 2012 administration of the</td>
<td>Implement data driven instruction as evident by differentiated instruction</td>
<td>Administration</td>
<td>Analysis of benchmark assessments and Learning Today reports</td>
<td>Formative: Monthly Assessments,</td>
</tr>
</table>

1	FCAT 2.0 Mathematics Test was Reporting Category: Number and Operations - Fractions	groups in daily rotation of computer assisted instruction, and teacher led centers to address the Reporting Category: Number and Operations – Fractions Implement the inclusion and pull out model of mathematics instruction by the SPED teacher to support the grade level content of the curriculum using small group instruction.		during data conferences on a monthly basis with administration will determine modification of instruction as needed for differentiated instruction. Administration will perform Classroom walkthroughs and routine visits on a weekly basis to observe small group instruction and monitor the inclusion and pull out model of instruction. Student performance reports for Learning Today Math program.	Interim Assessments, student authentic work, Learning Today reports Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 47% of the ED subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (65)	57% (79)

		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 deficiencies as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Grade 3 Reporting Category: Number – Fractions. According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 4 students was Reporting Category: Geometry & Measurement and in Grade 5, students had the greatest difficulty with Reporting Category: Expressions, Equations, and Statistics	Grade 3: Provide the instructional support needed for students to develop an understanding of fractions and fraction equivalence, using programs such as Riverdeep and SuccessMaker. Provide fourth grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing and classifying, and building; drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and-three-dimensional shapes/objects. Provide fifth grade students grade level appropriate activities	Administration Math Leader	Conduct monthly assessments and have the Math leader and administration review data to ensure progress. Adjust curriculum focus based on data reports. Adjustments to curriculum focus will be made as needed. Provide time during grade level data chats to share data and best practices and reflect on additional needs. Classroom walkthroughs and observations	Formative: Monthly Assessments, Interim Assessments, math journals, student authentic work Summative: 2013 FCAT 2.0 Assessment

		that build an understanding of functional relationships that will allow students to create rules that describe relationships and to describe relationships in context.				

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
Common Core State Standards, Next Generation Sunshine State Standards, and Item Specifications	Grades K-5	Math Leader	Math Teachers, Kindergarten-Fifth Grade	October 9-10, 2012	Classroom walkthroughs	Administration, LLT Tea
District Math Dialogue Meetings	Grades K-5	District Director	Math Leader	Monthly District Meetings	Agenda and sign-in sheet	Administration, LLT Tea
SuccessMaker: Implementation Refresher Training	Grades K-5	Math Leader	Math Teachers, Kindergarten –Fifth Grade	August, 2012	SuccessMaker Reports	Administration, LLT Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of mathematic supplemental materials to support small group instruction	Multiplication practice unit and grid boards	Title 1	$383.50
Provide Incentives to promote high standards	Awards, Certificates, trophies, medals	EESAC	$234.20
Use of mathematics tools to incorporate writing across the curriculum in small groups	Eraser marker boards for students	Title 1	$1,076.10
			Subtotal: $1,693.80
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

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 2.0 Science Test indicate that 26% achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 4 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (12)	30% (14)

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	Based upon the 2012 FCAT 2.0 results, the area of deficiency is the Reporting Category Earth and Space Science. Students require more meaningful opportunities to use project-based science activities that allow students to identify a problem, hypothesize, test, observe, record data and make conclusions when they conduct their own science investigations.	Implement science lab experiments and science journals on a weekly basis to reinforce the scientific process and methods to address the Reporting Category of Earth and Space 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 in Earth and Space Science. Fifth grade students will utilize the Science Boot Camp program to develop a further understanding of assessed scientific concepts.	Administration	Students will be required to maintain science journals for all science experiments. Journals will be reviewed on a bi-weekly basis by classroom teachers. Leadership Team will meet with science teachers on a monthly basis to review school-site data and monitor students' progress. Students will be required to participate in the school Science Fair. Projects will be graded on a rubric by the science coach panel of judges. Administration will perform Classroom walkthroughs and routine visits on a weekly basis to observe science experiments and instructional delivery.	Formative: Monthly assessments, Interim Assessments, science journals, student authentic work, Science Boot Camp Reports Summative: FCAT 2.0 2013 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 6% achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 & 5 proficiency by 2 percentage points to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (3)	8% (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	. According to the results of the 2012 FCAT 2.0 Science Test, the area of the greatest difficulty for Grade 5 students was Reporting Category: Earth and Space Science. Students require additional support to enhance higher order thinking skills through independent projects and additional science labs.	. Identify students scoring in the top 33% on the 2012 Science Baseline Assessment and mentor them on the development of independent thinking through project based and research activities. Students will use the software program GIZMOS and Discovery Learning to remediate, instruct, and enrich scientific concepts that will be on the 2012 FCAT 2.0 Science Test. School wide Science Fair will promote students to use the scientific method.	Administration	Leadership Team will meet with science teachers on a monthly basis to review school-site data and monitor students' progress. Students will be required to participate in the school Science Fair. Projects will be graded on a rubric by the science coach panel of judges Administration will perform Classroom walkthroughs and routine visits on a weekly basis to observe science experiments and instructional delivery.	Formative: Monthly assessments, Interim Assessments, GIZMOS reports, student authentic work Summative: FCAT 2.0 2013 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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
District Science Dialogue Meetings	Grades K-5	Science Liaison	Science Teachers, Kindergarten-Fifth Grade	September 2012-April 2013 Monthly Meetings	Lesson Plans	Administration, LLT Team
Common Core State Standards, Next Generation Sunshine State Standards, and Item Specifications	Grades K-5	Science Liaison	Science Teachers, Kindergarten-Fifth Grade	October 9-10, 2012	Agenda and Sign-in sheets	Administration, LLT Team
Science Boot Camp Program	Grade 5	J and J BootCamp Training Consultant	5th grade science teacher	September 26, 2012	Classroom walkthroughs Student journals	Administration Science Liasion

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize supplemental science materials to provide students with vocabulary, and by-the-benchmark instruction to include games, vocabulary development, and lab experiments.	J and J BootCamp science program	Title 1	$770.00
			Subtotal: $770.00

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
Train 5th grade teacher on the appropriate use/implementation of J and J Science Boot Camp program	J and J Science BootCamp Program	Title 1	$50.00
		Subtotal: $50.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $820.00	

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 2.0 Writing Test indicate that 57% achieved proficiency. Our goal for the 2012-2013 school year is to increase 4 percentage points to 61% on the 2013 FCAT 2.0 Writing Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (26)	61% (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	Students will benefit from additional instruction in the use of grammar and conventions. Students need additional support in focus, organization and elaboration.	Provide daily writing practice to include graphic organizers to develop vocabulary and writing skills. Participate in peer editing to develop proficiency in use of rubrics and language mechanics in the writing process. Participate in writing workshops to develop writing skills in the areas of focus, organization, support and conventions. Utilize Wright Bright	MTSS / RtI Team LLT	LLT will analyze students' writing prompts monthly to determine performance and adjust instruction as needed. LLT will monitor student performance reports for Folio Writing on a monthly basis and adjust instruction as needed. Data report from the Write Bright program will be analyzed by the Reading Coach and administration on a monthly basis.	Formative: Monthly Writing Prompts Scores Summative: 2013 FCAT 2.0 Writing Assessment

| | | Station program to support instruction in the writing process with emphasis on focus, support, and elaboration.

Students will be given multiple opportunities to demonstrate the writing process in their writer's notebook.

Utilize Write Score writing assessments to progress monitor students writing skills on a quarterly basis. | | Administration will conduct classroom walkthroughs and observations.

Data conferences

LLT team will monitor students' writer's notebook bi-weekly to ensure implementation of the writing process. | |

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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
Improve Focus and Elaboration in Writing Write Bright Program	4th grade language arts	Reading Coach/District Support Specialist	4th Grade writing teachers	September 17, 2012	K-5th Grade Language Arts Teachers will meet monthly to monitor student progress and the effectiveness of writing instruction.	Administration
Write Bright Program	Grades K-3; 5th	Reading Coach	Writing Teachers	September 26, 2012	Regular conferences and in-class support to include the language arts teachers and reading coach.	Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental program to enable fourth grade students to practice daily writing skills through essay development lessons	Write Bright Program/Swaine Learning System	Title 1	$450.00
			Subtotal: $450.00
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
Train teachers to utilize the Swaine Learning System	Training Video - WriteBright program	N/A	$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: $450.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this school year is to increase attendance to96.01%_by a collaborative reform effort to motivate students to attend school regularly and reduce chronic absenteeism. In addition, our goal is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.51% (314)	96.01% (316).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
83	79
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
87	83

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the attendance data over the past few school years, there has been an increase in student absences.	Monitor attendance daily through the use of bulletins, and conduct quarterly meetings with the Attendance review committee to discuss and monitor attendance. Provide incentives for classes that maintain 100% daily attendance.	Administrators	Administration will Monitor daily attendance bulletins and refer students to Attendance Review Committee Meetings on a monthly basis Parent Conferences	Daily Attendance Bulletins, COGNOS Reports
2	According to the tardiness data over the past few school years, there has been an increase in student tardies when arriving to school.	Monitor student tardies through the use of bulletins, and conduct quarterly meetings with the Attendance review committee to discuss and monitor attendance.	Administrators	Administration will monitor daily attendance bulletins and refer students to Attendance Review Committee Meetings on a monthly basis Parent Conferences	Daily Attendance Bulletins, COGNOS 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
Presentations on the Importance of Good Attendance	Grades K-5	Assistant Principal Community Involvement Specialist	Parent Meetings	September 26, 2012	Parent Participation Attendance	MTSS/RtI

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 3; from 29 to 26 outdoor suspensions. Our goal for the 2012-2013 school year is to decrease the total number of student suspensions by 2; from 18 to 16.
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
29	26
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18	16

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 require the development of interpersonal skills to decrease the number of school suspensions.	1.1. Implement a school wide discipline plan teaching model behavior utilizing the Student Code of Conduct. Provide bullying lessons utilizing the districts bullying curriculum and continue to have the Miami Dade Police Department conduct bullying presentations	Administration	Monitoring by administration reviewing the Student Case Management Reports and COGNOS on a monthly basis	SCAM history and COGNOS reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Modification Workshops	K-5	Blanca Mejia, Counselor	School Wide	June 6, 2013	Decrease in behavior referrals and suspensions.	Administration, Counselor

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	NA
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

	NA		NA		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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
Provide parents with monthly newsletter of best practices at home to support student learning.	Home and School Connection Newsletter.	Title 1	$259.00
			Subtotal: $259.00
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: $259.00

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:	Increase opportunities for STEM applied learning by providing a framework of support to students in an effort to augment participation in the Science Fair Contest.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given	Students will conduct more hands on activities through Gizmos, Discovery Education, science fair, and journal response writing.	Administration	Administration will monitor: Response journals, Science Fair, GIZMOS reports, and data from school-based and district assessments on a monthly basis to ensure understanding of key scientific concepts.	Formative Assessemnt: Interim Assessments, GIZMOS Reports, student authentic work Summative: FCAT 2.0 2.0 Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Science Dialogue Meetings	K-5	Science Leader	Science Teachers, Kindergarten-Fifth Grade	Monthly	Lesson plans and focused walkthroughs	Administration
Discovery Education	3-5	Discovery Learning	3-5 classroom teachers and students	October 2, 2012	Classroom walkthroughs	Leadership Team

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize supplemental science materials to provide students with vocabulary, and by-the-benchmark instruction to include games, vocabulary development, and lab experiments.	J and J BootCamp science program	Title 1	$770.00
			Subtotal: $770.00
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
Discovery Learning	Provide Teachers and students an overview of what is available	DISTRICT	$0.00
Train 5th grade teacher on the appropriate use/implementation of J and J Science Boot Camp program	J and J Science BootCamp Program	Title 1	$50.00
			Subtotal: $50.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $820.00

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	Provide Exemplar Text to students	Exemplar Texts	Title 1	$1,678.00
Reading	Use of reading tools for students to write across the curriculum in small groups	Eraser marker boards for students	Title 1	$538.05
Reading	Utilize supplemental text (magazines) to promote higher order thinking and reading a variety of genre	Time For Kids magazines Weekly Reader magazines	Title 1	$676.20
Reading	Utilize supplemental resources to support RtI and for small group instruction	Response to Intervention Unit and Graphic Organizer boards	Title 1	$983.00
CELLA	Practice using rubrics and daily writing skills through essay development lessons.	Write Bright Program/Swaine Learning System	Title 1	$450.00
Mathematics	Use of mathematic supplemental materials to support small group instruction	Multiplication practice unit and grid boards	Title 1	$383.50
Mathematics	Provide Incentives to promote high standards	Awards, Certificates, trophies, medals	EESAC	$234.20
Mathematics	Use of mathematics tools to incorporate writing across the curriculum in small groups	Eraser marker boards for students	Title 1	$1,076.10
Science	Utilize supplemental science materials to provide students with vocabulary, and by-the-benchmark instruction to include games, vocabulary development, and lab experiments.	J and J BootCamp science program	Title 1	$770.00
Writing	Supplemental program to enable fourth grade students to practice daily writing skills through essay development lessons	Write Bright Program/Swaine Learning System	Title 1	$450.00
Parent Involvement	Provide parents with monthly newsletter of best practices at home to support student learning.	Home and School Connection Newsletter.	Title 1	$259.00
STEM	Utilize supplemental science materials to provide students with vocabulary, and by-the-benchmark instruction to include games, vocabulary development, and lab experiments.	J and J BootCamp science program	Title 1	$770.00
				Subtotal: $8,268.05

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
	Train 5th grade teacher on the			

Science	appropriate use/implementation of J and J Science Boot Camp program	J and J Science BootCamp Program	Title 1	$50.00
Writing	Train teachers to utilize the Swaine Learning System	Training Video - WriteBright program	N/A	$0.00
STEM	Discovery Learning	Provide Teachers and students an overview of what is available	DISTRICT	$0.00
STEM	Train 5th grade teacher on the appropriate use/implementation of J and J Science Boot Camp program	J and J Science BootCamp Program	Title 1	$50.00
				Subtotal: $100.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Incentives to promote high standards	Awards, Certificates, trophies, medals	EESAC	$234.20
				Subtotal: $234.20
				Grand Total: $8,602.25

Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |

Are you a reward school: jn Yes jn No

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

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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
Provide incentives for students such as awards, trophies, and certificates	$1,400.00

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

The purpose of the School Advisory Council (SAC) is to address expected outcomes, curriculum and assessment standards, best practices and cost estimates. Our goal for the 2012-2013 school year is to increase the number of parents participating in school functions by affording parents the opportunity to attend meetings at varied times in an effort to accommodate parent needs. Additionally, the SAC will assist in the monitoring, review, and implementation of the School Improvement Plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
LAKE STEVENS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	73%	46%	47%	236	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	66%	58%			124	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?	55% (YES)	70% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					485	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
LAKE STEVENS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	66%	79%	19%	225	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	63%			122	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?	40% (NO)	67% (YES)			107	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					454	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested