

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: COMSTOCK ELEMENTARY SCHOOL

District Name: Dade

Principal: Deborah A. R. Wilson

SAC Chair: Mayra I. Reyes

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deborah A. R. Wilson	Bachelor of Arts in Elementary Education, University of Miami; Masters of Science in Reading, University of Miami; Urban Education Certificate, Florida International University; Educational Leadership Certificate, Nova Southeastern University	7	16	'12 '11 '10 '09 '08 School Grade B F C C C High Standards Rdg. 48 52 65 58 61 High Standards Math 52 57 62 61 63 Lrng Gains-Rdg. 80 45 65 63 60 Lrng Gains-Math 72 43 54 46 46 Gains-Rdg-25% 80 43 55 55 59 Gains-Math-25% 82 33 62 51 63 AMO All White Black Hispanic Asian Am. Indian ELL SWD ED Reading '12 38 NA 24 39 NA NA 34 19 39 Reading '11 32 NA 17 33 NA NA 28 12 33 Math '12 40 NA 24 41 NA NA 38 19 40 Math '11 35 NA 17 36 NA NA 32 12 35
		Bachelor of Science in Computer Information Systems, Florida			'12 '11 '10 '09 '08 School Grade B A A D C High Standards Rdg. 48 96 97 51 48

Assis Principal	Ladema S. Smith	Agricultural and Mechanical University Masters of Science in Mathematics, Nova Southeastern University Specialist of Educational Leadership, Nova Southeastern University	2	1	High Standards Math 52 98 95 52 59 Lrng Gains-Rdg. 80 64 81 64 53 Lrng Gains-Math 72 76 66 42 62 Gains-Rdg-25% 80 64 72 71 60 Gains-Math-25% 82 76 73 55 73 AMO All White Black Hispanic Asian Am. Indian ELL SWD ED Reading '12 38 NA 24 39 NA NA 34 19 39 Reading '11 32 NA 17 33 NA NA 28 12 33 Math '12 40 NA 24 41 NA NA 38 19 40 Math '11 35 NA 17 36 NA NA 32 12 35
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Viola Clesca-Tovar	Bachelor of Arts in French, Florida International University Masters of Science in Early Childhood Education, Nova Southeastern University Educational Doctorate in Educational Leadership, Nova Southeastern University	1	5	'11 '10 '09 '08 School Grade B D C C AYP N N N N High Standards Rdg. 52 51 58 52 High Standards Math 46 56 50 42 Lrng Gains-Rdg. 59 56 55 56 Lrng Gains-Math 72 42 58 62 Gains-Rdg-25% 75 50 69 76 Gains-Math-25% 88 53 63 74
Reading	Karen Gabbidon	Bachelor of Arts in Elementary Education, Saint Thomas University; Masters of Science in Reading, Nova Southeastern University	12	6	'11 '10 '09 '08 '07 School Grade F C C C C AYP N N N N N High Standards Rdg. 52 65 58 61 60 High Standards Math 57 62 61 63 65 Lrng Gains-Rdg. 45 65 63 60 70 Lrng Gains-Math 43 54 46 46 55 Gains-Rdg-25% 43 55 55 59 64 Gains-Math-25% 33 62 51 63 58
Math	Waleska Cardona	Bachelor of Science in Elementary Education, Florida International University	7	1	'12 '11 '10 '09 '08 School Grade B F C C C High Standards Rdg. 48 52 65 58 61 High Standards Math 52 57 62 61 63 Lrng Gains-Rdg. 80 45 65 63 60 Lrng Gains-Math 72 43 54 46 46 Gains-Rdg-25% 80 43 55 55 59 Gains-Math-25% 82 33 62 51 63

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. Professional Learning Communities (PLC)	Principal	May 31, 2013	
2	2. Collaboration with various universities and colleges	Assistant Principal	On-Going	
3	3. Subject Area Common Planning	Principal	May 31, 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	Provide PD. Assigned a mentor teacher.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	2.3%(1)	25.0%(11)	56.8%(25)	15.9%(7)	34.1%(15)	68.2%(30)	9.1%(4)	0.0%(0)	72.7%(32)

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
Yolanda Williams	Annie Alvarez	First year teacher -New to profession	Lesson planning, disaggregating data, classroom management, and improving student achievement

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

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

Title I, Part C- Migrant

Comstock Elementary insures additional academic support services to students and families of the Migrant population as applicable.

Title I, Part D

N/A

Title II

At Comstock Elementary supplementary funds from the District are used 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) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (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, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Comstock Elementary implements the "Character Education" program via the student services department. An Anti-Bullying component is included in this program which includes but is not limited to assemblies, guest speakers and classroom presentations.

Nutrition Programs

Comstock 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's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

At Comstock Elementary we involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind Act and other referral services. Our goal is to also increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents and activities necessary in order to comply with dissemination and reporting requirements. We will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

At Comstock Elementary the MTSS/RtI Leadership Team is comprised of Principal, Assistant Principal, Reading Coach, Mathematics Coach, Science Coach, Social Worker, School Psychologist, Counselor, Special Education Teacher, and English Limited Language Chairperson.

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

The MTSS/RtI Leadership Team will meet twice a month to review the data derived from each data management system. At Comstock Elementary the MTSS/RtI team is an extension of the Leadership team. Each member specific role is delineated as followed:

Principal: Provides leadership goals for the team with emphasis on data-driven decisions to insure that the MTSS/RtI Team is implementing appropriate intervention support strategies.

Asst. Principal: Assists the principal in providing collaboration opportunities and monitoring the implementation of intervention support strategies.

Counselor: Participates in the collection of data; plans and schedules meetings with parents; provides guidance counseling to students who meet criteria for Tier 1, Tier 2 and Tier 3.

Social Worker: Gathers information from staff; meets with parents to conduct family history; visits parents at home.

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

SPED: Teacher: Meet with general education teachers; provide support, data collection, collaborate with general teacher in order to develop inclusion lessons.

Chairpersons: Provide information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2/3 intervention, conduct assessments based on instructional focus calendar.

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?

Comstock Elementary MTSS/RtI Leadership team will focus on maintaining, improving the core instruction and developing interventions for students in Tier 1, 2 and 3 levels. The Leadership Team will meet once a week to engage in the following activities:

- Review data from PMRN, EduSoft and Success Maker assessment system
- Review assessment from the instructional focus School Wide Florida's Continuous Improvement Model
- Revise master schedule and intervention schedule as needed
- Develop Professional Development Activities as needed based on data

- Collaborate with District personnel to provide resources for teachers.

Many of the members of the Comstock Elementary MTSS/RtI Leadership Team are also members of the Educational Excellence School Advisory Council and along with the principal and assistant principal met to develop the School Improvement Plan. The team met to disaggregate the data provided by the 2011 FCAT, trend data, PMRN and EduSoft assessment system. The Team also developed a professional development plan to address the needs of the school based on trend data.

MTSS Implementation

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

- Baseline data derived from the Progress Monitoring and Reporting Network (PMRN)
- Florida Assessment for the Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- District Baseline Assessment / Interim Assessment
- EduSoft, SuccessMaker, Riverdeep and Reading Plus

Mathematics:

- Florida Comprehensive Assessment Test (FCAT)
- District Baseline Assessment / Interim Assessment
- EduSoft, SuccessMaker, Riverdeep and Think Central

Science:

- Florida Comprehensive Assessment Test (FCAT)
- District Baseline Assessment / Interim Assessment
- EduSoft, and Riverdeep

Writing:

- Florida Writes Assessment Test
- District Baseline Assessment/Interim Assessment
- Writing Score

Behavior:

- Cognos Outdoor/Indoor Suspension Report
- Student Case Management Reports

Describe the plan to train staff on MTSS.

Comstock Elementary MTSS/RtI Leadership team will participate in training provided by the District. They will also participate in the Ready Schools Miami Leadership Institute training on data dissemination and Professional Development activities sponsored by UF Lastinger Center. Professional Development will be provided during teacher planning time at grade levels as well as during teacher work days throughout the year. Information on using PMRN and FCAT data will be applied at grade level and department meetings.

Describe the plan to support MTSS.

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- 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.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

At Comstock Elementary the MTSS/RtI Leadership Team is comprised of Deborah A. R. Wilson, Principal, Chairperson; Ladema

Smith, Assistant Principal, Co-Chairperson; Karen Gabbidon, Reading Coach; Saralidia Osorio, PD Liaison; Willistine Altidor, Social Worker; Dr. Israel Sarasti, School Psychologist, Catalina Collella, Counselor, Lisa White, Special Education Teacher and Monica Masdeu, English Limited Language Chairperson.

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

Principal: Provides leadership goals for the team to use data-driven decisions to insure that the school wide literacy program is implemented appropriately and the curriculum is supported by maintaining the appropriate and current instructional materials.

Asst. Principal: Assists the principal in providing collaboration opportunities and monitoring the implementation of the curriculum.

Coaches: Provide "Best Practices" strategies, support classroom instruction by modeling effective strategies in core content; interventions and enrichment strategies; assist with whole school screening and assessment programs that provide early intervening services; assists in the design and implementation for progress monitoring, data collection, and data analysis; design and provide professional development.

PD Liaison: Provides job-embedded professional development based on student data; disseminate research based materials; provide modeling of "Best Practices" strategies; design and present professional development activities for grade level instructional staff to address trend data needs.

SPED Teacher: Meet with general education teachers; provide support, data collection, collaborate with general teacher in order to develop Inclusion lessons.

ELL Chairperson: Provide information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2/3 intervention, conduct assessments based on instructional focus calendar.

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

Comstock Elementary will continue to implement the school-wide Florida's Continuous Improvement Model by creating focus calendars based on data to improve literacy. The Literacy Team will implement a variety of professional development that focus on the following topics:

- Differentiating Instruction
- Using Complex Text and Reciprocal Teaching
- Reading and Writing Across the Curriculum
- Focusing on "HOTS" Across the Curriculum

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

At Comstock Elementary all incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. All Kindergartners will be administered the Florida Assessment for Instruction in Reading Overview (FAIR). FAIR data is used to place students by their probability of reading success and targeted diagnostic assessment. Comstock Elementary assesses students entering Kindergarten in the area of Language using the CELLA Assessment. Students in Pre-Kindergarten are screened in the area of phonological awareness, letter recognition and number sense using the Houghton Mifflin Pre/Post Assessment prior to entering and exiting Pre-Kindergarten. We will also implement activities and strategies in order to facilitate a smooth Pre-School Transition. Several meetings will be scheduled throughout the year with Pre-K providers in order to give students an opportunity to get to know our school as well as for the parents to become involved in our Parent Center. In addition, Comstock Elementary is a Ready School Miami partner; we house the CPC/All Aboard and the Community Café. These programs provide students and parents with activities which enhance the educational experience for our students.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 1 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (68)	28% (71)

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 were deficient in Reporting Category 1, Vocabulary. Due to the students' home language, they need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	Utilizing Elements of Vocabulary and Mimio Interactive, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning. Students will analyze sentence and word context to determine meaning.	RtI Leadership Team	Conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. Review students' work folders.	Formative: Monthly mini assessments Summative: 2012 FCAT Reading Assessment Classroom Walkthrough Logs
2	Students were deficient in Reporting Category 4, Informational text/Research Process. Students need support interpreting graphical information; locating, interpreting, organizing information and the validity and reliability of information within and across texts.	Students will receive instruction using real-world documents such as, how to articles, brochures, fliers and websites using text features to locate, interpret and organize information. Use how-to-articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information. Use supporting facts within and across texts. Use non-fiction articles and editorials for instruction. Use note taking strategies such as power notes, two column notes to list conclusions and supporting evidence. Interventions	RtI Leadership team	Conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate, interpret and organize informational text, are occurring. Review students' work folders.	Formative: Monthly mini assessments Summative: 2012 FCAT Reading Assessment

		will begin the first week of the 2011-2012 school year.			
3	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application in Grade 3.	Students will receive instruction on how to interact with text(s) using CRISS strategies and Interactive Smart board (ask questions, make connections, text marking, use post it notes) to discuss similarities and differences in events and or characters, using evidence cited in two texts. Students will use reading response logs to before, during, and after reading, such as prediction, summarization, clarification, and visual and graphic organizers.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments, classroom walkthrough logs Summative: 2013 FCAT 2.0 Reading Assessment
4	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 – Literary Analysis Fiction/Nonfiction in Grade 4. Students need support identifying multiple patterns within a single passage, and develop experience problem and solution activities, comparing and contrasting across a variety of genres and recognizing implicit meaning or the details that support inference.	Students will receive instruction using real-world documents such as, how-to-articles, brochures, fliers and websites using text features to locate, interpret and organize information. Use how-to-articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information. Incorporate Time for Kids that develop and require higher order thinking skills of analyzing, interpreting, and synthesizing information and ideas.	MTSS/RtI Leadership team	Following the FCIM, we will conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate interpret and organize informational text, are occurring. There will be a thorough review of students' work folders as well. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments Summative: 2013 FCAT 2.0 Reading Assessment
5	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary in Grade 5. Due to the students' home language, they need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	Utilizing Elements of Vocabulary and Interactive Smart Board, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning. Students will analyze sentence and word context to determine meaning as well as using Webb's Depth of Knowledge.	MTSS/RtI Leadership team	Following the FCIM, we will conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate interpret and organize informational text, are occurring. There will be a thorough review of students' work folders as well. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 20% of students achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 & 5 proficiency at 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (51)	20% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were deficient in Reporting Category 1, Vocabulary. Due to students' home language, they need support in acquiring the necessary vocabulary to become successful readers.	Students will receive instruction on the meaning of words, phrases, and expressions paying special attention to multiple meanings in context and a variety of shades of meaning utilizing Elements of Vocabulary, HOTS. Enrichment will begin the first week of the 2011-2012 school year.	Rtl Leadership Team	Review students' work folders. Conduct ongoing classroom assessments focusing on students' knowledge of word meanings and relationships, review students' work	Formative: Monthly mini assessments and sample project Work Summative: 2012 FCAT Reading Assessment Classroom Walkthrough Logs
2	Students were deficient in Reporting Category 4, Informational text/Research Process. Students need support in interpreting graphical information; locating, interpreting, organizing information and the validity and reliability of information within and across texts.	Use HOTS, and a variety of informational text such as maps, diagrams, illustrations, footnotes, etc. Enrichment will begin the first week of the 2011-2012 school year.	Rtl Leadership Team	Conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. Review students' work folders.	Formative: Monthly mini assessments and sample project Work Summative: 2012 FCAT Reading Assessment Classroom Walkthrough Logs
	The area of deficiency as noted on the 2012 administration of the	Students will receive instruction and interactive Smart board	MTSS/Rtl Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs	Formative: Monthly mini assessments, sample project

3	<p>FCAT Reading Test was Reporting Category 1 - Vocabulary.</p> <p>Due to the students' home language, they need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p>	<p>utilizing chapter books, informational text and non-fiction readings with an emphasis on inquiry-based discussions, Tier 3 vocabulary, and open-ended discussions.</p> <p>Enrichment will begin in mid-September of the 2012-2013 school year.</p>		<p>to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>work, and classroom walkthrough logs</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
4	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 – Literary Analysis Fiction/Nonfiction in Grade 4.</p> <p>Students need support identifying multiple patterns within a single passage, and develop experience problem and solution activities, comparing and contrasting across a variety of genres and recognizing implicit meaning or the details that support inference.</p>	<p>Students will receive instruction using real-world documents such as, how-to-articles, brochures, fliers and websites using text features to locate, interpret and organize information. Use how-to-articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information. Incorporate Time for Kids that develop and require higher order thinking skills of analyzing, interpreting, and synthesizing information and ideas.</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate interpret and organize informational text, are occurring. There will be a thorough review of students' work folders as well.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>Formative: Monthly mini assessments, sample project work, and classroom walkthrough logs</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
5	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary in Grade 5.</p> <p>Due to the students' home language, they need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p>	<p>Utilizing Elements of Vocabulary and Interactive Smart Board, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning.</p> <p>Students will analyze sentence and word context to determine meaning as well as using Webb's Depth of Knowledge.</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate interpret and organize informational text, are occurring. There will be a thorough review of students' work folders as well.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>Formative: Monthly mini assessments, sample project work, and classroom walkthrough logs</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 80% of students made learning gains. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (122)	85% (129)

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 were deficient in Reporting Category 1, Vocabulary. They need support in acquiring the necessary vocabulary. There is a need for tutoring during the school day outside of the reading block.	Targeted students will be tutored 5 times per week during special area classes to increase their vocabulary. Voyager supplemental intervention materials will be used. These students will also be eligible to attend before and after school tutoring. Interventions will begin the first week of the 2011-2012 school year.	RtI Leadership Team	Reports will be monitored to evaluate the number of sessions completed by students using Voyager Checkpoints, On-going Progress Monitoring through V-Port.	Formative: Voyager, Reports, Weekly reports derived from PMRN and bi-weekly mini assessments Summative: 2012 FCAT Reading assessment.
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application in Grade 3. Students need support in making inference, drawing conclusions, and identifying implied main idea character development, and author's purpose.	Students will receive instruction on how to interact with text(s) using CRISS strategies (ask questions, make connections, text marking, use post it notes) to discuss similarities and differences in events and or characters, using evidence cited in two texts. Students will use reading response logs to before, during, and after reading, such as prediction, summarization,	MTSS/RtI Leadership Team	Following the FCIM, reports will be monitored to evaluate the number of sessions completed by students using Voyager Checkpoints, Ongoing Progress Monitoring through VPORT. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Voyager, Reports, weekly reports derived from PMRN and Monthly mini assessments Summative: 2013 FCAT 2.0 Reading Assessment

2		<p>clarification, visual and graphic organizers.</p> <p>Targeted students will be tutored 4 times per week during special area classes to increase their vocabulary. Voyager supplemental intervention materials will be used. These students will be eligible to attend before and after school tutoring which will include Success Maker.</p> <p>Interventions will begin in mid September of the 2012-2013 school year.</p>			
3	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 – Literary Analysis Fiction/Nonfiction in Grade 4.</p> <p>Students need support identifying multiple patterns within a single passage, and develop experience problem and solution activities, comparing and contrasting across a variety of genres and recognizing implicit meaning or the details that support inference.</p>	<p>Students will receive instruction using real-world documents such as, how-to-articles, brochures, fliers and websites using text features to locate, interpret and organize information. Use how-to-articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information. Incorporate Time for Kids that develop and require higher order thinking skills of analyzing, interpreting, and synthesizing information and ideas.</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate interpret and organize informational text, are occurring. There will be a thorough review of students' work folders as well.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>Formative: Voyager, Reports, weekly reports derived from PMRN and Monthly mini assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
4	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary in Grade 5.</p> <p>Due to the students' home language, they need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p>	<p>Utilizing Elements of Vocabulary and Interactive Smart Board, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning.</p> <p>Students will analyze sentence and word context to determine meaning as well as using Webb's Depth of Knowledge.</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct ongoing classroom walkthroughs to ascertain that assessments focusing on students' ability to locate interpret and organize informational text, are occurring. There will be a thorough review of students' work folders as well.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>Formative: Voyager, Reports, weekly reports derived from PMRN and Monthly mini assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

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

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

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

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 Assessment indicate that 80% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% learning gains by 5 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (33)	85% (35)

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 were deficient in Reporting Category 1, Vocabulary. There is a need for consistency and fidelity in students' participation in before and after school tutoring.	Implement tutoring before and after school 4 times per week and during school intervention 5 times per week utilizing Voyager supplemental intervention materials. Interventions will begin the first week of the 2011-2012 school year.	RtI Leadership Team	Conduct Monthly assessments to monitor progress.	Formative: Voyager Reports, Monthly mini assessments and sample project work Summative: 2012 FCAT Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary in Grade 3. There is a need for consistency and fidelity in students' participation in before and after school tutoring.	Targeted students will be tutored 4 times per week during special area classes to increase their vocabulary. Voyager supplemental intervention materials will be used. These students will be eligible to attend before and after school tutoring which will include Success Maker. Interventions will begin in mid-September of the 2012-2013 school year.	MTSS/RtI Leadership Team	Following the FCIM, reports will be monitored to evaluate the number of sessions completed by students using Voyager Checkpoints, Ongoing Progress Monitoring through VPORT. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Voyager Reports, Monthly mini assessments and sample project work Summative: 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2012	Targeted students will be tutored 4 times per week	MTSS/RtI Leadership Team	Following the FCIM, reports will be monitored	Formative: Voyager Reports,

3	<p>administration of the FCAT Reading Test was Reporting Category 3 – Literary Analysis Fiction/Nonfiction in Grade 4.</p> <p>Students need support identifying multiple patterns within a single passage, and develop experience problem and solution activities, comparing and contrasting across a variety of genres and recognizing implicit meaning or the details that support inference.</p>	<p>during special area classes to increase their vocabulary. Voyager supplemental intervention materials will be used.</p> <p>These students will be eligible to attend before and after school tutoring which will include Success Maker.</p> <p>Interventions will begin in mid-September of the 2012-2013 school year.</p>		<p>to evaluate the number of sessions completed by students using Voyager Checkpoints, Ongoing Progress Monitoring through VPOR.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>Monthly mini assessments and sample project work</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
4	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary in Grade 5.</p> <p>Due to the students' home language, they need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p>	<p>Targeted students will be tutored 4 times per week during special area classes to increase their vocabulary. Voyager supplemental intervention materials will be used.</p> <p>These students will be eligible to attend before and after school tutoring which will include Success Maker.</p> <p>Interventions will begin in mid-September of the 2012-2013 school year.</p>	MTSS/RTI Leadership Team	<p>Following the FCIM, reports will be monitored to evaluate the number of sessions completed by students using Voyager Checkpoints, Ongoing Progress Monitoring through VPOR.</p> <p>Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.</p>	<p>Formative: Voyager Reports, Monthly mini assessments and sample project work</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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% from the Baseline of 2011 to the administration of the Baseline of 2017 FCAT 2.0. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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.	<p>The results of the 2012 FCAT 2.0 Reading Assessment indicate that 49% of the students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 50%.</p>
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 39%(8) Hispanic: 49% (114) Asian: N/A American Indian: N/A	White: N/A Black: 45%(9) Hispanic: 50% (117) Asian: N/A American Indian: N/A
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The Hispanic subgroup did not make AYP. Students were deficient in Reporting Category 1, Vocabulary. Due to the students' home language, They need support in the use of meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	Utilizing Elements of Vocabulary and Mimio Interactive, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning. Students will analyze sentence and word context to determine meaning. Interventions will begin the first week of the 2011-2012 school year.	Rtl Leadership Team	Conduct data Chats, conduct Monthly assessments to monitor progress	Formative: FAIR, District Interim Assessments, Voyager Assessments and School-site assessment data. Summative: 2012 FCAT Reading Assessment
2	Hispanic: Students were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through differentiated instruction, interventions, and Success Maker.	MTSS/Rtl Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention assessments	Formative: Informal assessments, Success Maker Reports, monthly benchmark assessments, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 46% of the students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (51)	52% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL: Students were deficient in Reporting Category 1, Vocabulary. Students need to be identified and placed in interventions.	Students will be placed in small groups for individualized instruction during the reading block with a focus on vocabulary development. Interventions will begin the first week of the 2011-2012 school year utilizing Voyager.	Rtl Leadership Team	Voyager OPMs will be conducted to analyze and monitor student progress.	Formative: FAIR, District Interim Assessments and School-site assessment data, weekly Voyager assessment. Summative: 2012 FCAT Reading Assessment
	ELL students were deficient in Reporting	Students will be placed in small groups for	MTSS/Rtl Leadership Team	Voyager OPMs will be conducted biweekly to	Formative: FAIR, District Interim

2	Category 1, Vocabulary. Students need to be identified and placed in interventions.	individualized instruction during the reading block with a focus on vocabulary development. Interventions will begin the first week of the 2012-2013 school year utilizing Voyager.	analyze and monitor student progress	Assessments and School-site assessment data, and weekly Voyager assessment. Summative: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 13% of the students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 14 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2)	27% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	SWD were deficient in Reporting Category 1, Vocabulary. Students need to be identified and placed in interventions.	Students will be placed in small groups for individualized instruction during the reading block with a focus on vocabulary development. Interventions will begin the first week of the 2012-2013 school year utilizing Voyager.	MTSS/RTI Leadership Team	Voyager OPMs will be conducted biweekly to analyze and monitor student progress	Formative: FAIR, District Interim Assessments and School-site assessment data, and weekly Voyager assessment. Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 48% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (121)	50% (126)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students were deficient	Utilizing Elements of	RtI Leadership	Voyager Checkpoints,	Formative: FAIR,

1	in Reporting Category 1, Vocabulary. Students need support in acquiring the necessary vocabulary to become successful readers. Students should be placed in a timely manner in interventions.	Vocabulary and Mimio Interactive, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning. Students will analyze sentence and word context to determine meaning. Interventions using Voyager will begin the first week of the 2011-2012 school year.	Team	Data Chats, conduct Monthly assessments to monitor progress.	District Interim Assessments, Voyager Reports and School-site assessment data. Summative: 2012 FCAT Reading Assessment
2	ED students were deficient in Reporting Category 1, Vocabulary. Students need support in acquiring the necessary vocabulary to become successful readers. Students should be placed in a timely manner in interventions.	Utilizing Elements of Vocabulary and Smart board Interactive, students will receive instruction on the meaning of words, phrases, and expressions paying special attention to familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words and shades of meaning. Students will analyze sentence and word context to determine meaning. Interventions using Voyager will begin in mid September of the 2012-2013 school year.	MTSS/RtI Leadership Team	Voyager checkpoints and monthly assessments will be monitored on an ongoing basis.	Formative: FAIR, District Interim Assessments, Voyager Reports and Monthly assessment data Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking Skills (H.O.T.S.)	K-5	School Administration	K-5	10/17/2012	Classroom Walkthrough Logs, Lesson Plans/ Students' work folders	Administration

Reading Budget:

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

Time For Kids Magazines	Informational Text	Title I	\$1,500.00
Elements of Reading – Vocabulary	Intervention	Title I	\$1,000.00
Jr. Great Books	Enrichment Books	Title I	\$1,500.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker	Training	N/A	\$0.00
Jr. Great Books	Enrichment Training	Title I	\$702.00
			Subtotal: \$702.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before & After School Tutorial Programs	Tutoring Program	Title I Hourly Personnel	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$8,702.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Our goal for the 2012-2013 school year is to increase students' English proficiency in listening/speaking by 5%.			
2012 Current Percent of Students Proficient in listening/speaking:					
41% (124)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' home language not being English, students have limited opportunities to listen to the English language.	Students will be placed in teacher lead groups to reinforce acquired skills, use illustrations/diagrams, and try to adapt to the English language by listening to the teacher restate complex sentences as a sequence of simple sentences.	MTSS/RtI Leadership Team	Following the FCIM, Administration will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. Review students' work folders. Rubrics will be used to evaluate writing prompts and samples.	Formative: Monthly mini assessments and sample project work Summative: 2013 CELLA Assessment
	Due to the students'	Students will be placed	MTSS/RtI	Following the FCIM,	Formative:

2	home language not being English, students have limited opportunities to speak the English language.	in collaborative structures to develop linguistically, act out actions of the character by role-playing, and practice how to think aloud when reading in order to construct meaning.	Leadership Team	Administration will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. Review students' work folders. Rubrics will be used to evaluate writing prompts and samples.	Monthly mini assessments and sample project work Summative: 2013 CELLA Assessment
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Our goal for the 2012-2013 school year is to increase students' English proficiency in Reading comprehension by 5%.
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2012 Current Percent of Students Proficient in reading:

22% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' home language not being English. Students have limited opportunities to read and comprehend the English language.	Students will read aloud and jump-in reading in their small groups.	MTSS/RtI Leadership Team	Following the FCIM, Administration will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. Review students' work folders.	Formative: Monthly mini assessments and sample project work 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:	Our goal for the 2012-2013 school year is to increase students' English proficiency in writing by 5%.
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2012 Current Percent of Students Proficient in writing:

25% (78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Due to the students' home language not being English, students have limited opportunities to write in the English language.	Students will utilize personal journals, illustrating, labeling, graphic organizers, and writing prompts in order to give them ideas that will motivate ELL students in the process of writing.	MTSS/Rtl Leadership Team	Following the FCIM, Administration will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of word meanings and relationships are occurring. Rubrics will be used to evaluate writing prompts and samples.	Formative: Monthly mini assessments and sample project work Summative: 2013 CELLA Assessment
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 1 percentage point to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (62)	26% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were deficient in Content 3, Geometry and Measurement. Students need support in understanding the concepts for mathematical exploration and in the development of student understanding of geometric and measurement concepts.	Students will be provided grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Rtl Leadership Team	Review students' work product and conduct classroom observations to insure mastery of skill.	Formative: Monthly mini assessments and sample project Work Summative: 2012 FCAT Math Assessment
2	Students were deficient in Content 1, Number and Operations. Students need to be supported in the quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Students will be provided opportunities to verify the reasonableness of number operation results, including in problem situations using the MobiTeach Wireless Interactive. Students will use technology (such as Gizmos).	Rtl Leadership Team	Review students' work product and conduct classroom observations.	Formative: Monthly mini assessments and sample project Work - Summative: 2012 FCAT Math Assessment
3	Students were deficient in Big Idea 6, Earth Structures. Students need support in understanding the concepts and vocabulary. Students need to be supported in developing higher order thinking skills in order to increase levels of	A variety of hands on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts for grades K- 5 will be conducted weekly. Staff will utilize NGSSS resources to present	Rtl Leadership Team	Conduct ongoing progress monitoring of these students will be done through the analyzing of data from Pre/Post tests, Monthly Assessments, Interim Assessments, Teacher Observations and Administrative Observations	Formative: Gizmos reports, Informal assessments, Formative monthly benchmark assessments, District interim assessments, Summative: 2012 FCAT Science Assessment.

	proficiency.	standards in a variety of modalities. 5th grade teacher will implement interactive word walls, interactive instructional software, GIZMOS and MobiTeach. Science labs will be utilized.		In addition, lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book and Gizmos.	
4	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 – Number: Fractions in Grade 3.	Students need to develop an understanding of the use of models as well as create equivalent representation of given numbers and an understanding of fractions and fraction equivalence through exploration and inquiry activities. Provide instruction utilizing Smart Board Interactive and grade-level appropriate hands-on experiences. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of fractions are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments and sample project work Summative: 2013 FCAT 2.0 Mathematics Assessment
5	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3 – Geometry and Measurement in Grade 4.	Students will be provided Grade- level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter and area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of spatial reasoning are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments and sample project work Summative: 2013 FCAT 2.0 Mathematics Assessment
6	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test were Reporting Category 2 – Expressions, Equations, & Statistics in Grade 5.	Students will be provided opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations; and use the order of operations to simplify expressions which include exponents and parentheses. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of solving simple equations are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments and sample project work Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 25% of students achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 & 5 proficiency by 1 percentage point to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (63)	26% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were deficient in Content 2, Expressions, Equations, and Statistics. Students need support in hands-on activities to increase their understanding of expressions, equations, and statistics through differentiated instruction.	Students need to develop knowledge through exploration and inquiry activities to maintain or increase understanding of skills through differentiated instruction, MobiTeach Wireless Interactive and grade level appropriate hands-on experiences.	RtI Leadership Team	Review students' work product and conduct classroom observations to insure mastery of skill.	Formative: Monthly mini assessments and sample project Work Summative: 2012 FCAT Math Assessment
2	Students were deficient in Big Idea 1, The Practice of Science. Students need support in understanding and explaining of scientific concepts and in carrying on hands-on inquiry-based activities.	Students will be provided enrichment activities to design and develop science projects to increase scientific thinking, students will participate in inquiry-based activities that allow for testing hypotheses and data analysis.	RtI Leadership Team	Review projects using the Lab Reports to predetermine timeline and rubric in order to ensure that students are making Progress. Adjustments will be made as necessary.	Formative: Lab reports, Informal assessments, Formative monthly benchmark assessments, District interim assessments, Summative: 2012 FCAT Science Assessment.
	The area of deficiency as	Students need to	MTSS/RtI	Following the FCIM, we	Formative: Monthly

3	noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 – Number: Fractions in Grade 3.	develop an understanding of the use of models as well as create equivalent representation of given numbers and an understanding of fractions and fraction equivalence through exploration and inquiry activities. Provide instruction utilizing Smart Board Interactive, hands-on experiences, and enrichment activities infusing higher order thinking and questioning strategies. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	Leadership Team	will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of fractions are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	mini assessments and sample project work Summative: 2013 FCAT 2.0 Mathematics Assessment
4	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3 – Geometry and Measurement in Grade 4.	Students need to develop an understanding of composing and decomposing of; describing, analyzing, comparing and classifying; and building, drawing, and analyzing models that development measurement concepts and skills through exploration and inquiry activities. Provide instruction utilizing Smart Board Interactive, hands-on experiences, and enrichment activities infusing higher order thinking and questioning strategies.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of spatial reasoning are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments and sample project work Summative: 2013 FCAT 2.0 Mathematics Assessment
5	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1 – Number: Base Ten and Fractions in Grade 5.	Students need to develop an understanding of and fluency with whole numbers through exploration and inquiry activities. Provide instruction utilizing Smart Board Interactive, hands-on experiences, and enrichment activities infusing higher order thinking and questioning strategies. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of solving simple equations are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Weekly Data Chat meetings will be conducted with teachers during grade level meetings. Based on the results, data will be used to drive explicit instruction.	Formative: Monthly mini assessments and sample project work Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Mathematics Goal #2b:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 72% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions opportunities in order to increase learning gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (109)	77% (117)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were deficient in Content 2, Expressions, Equations, and Statistics. Students need support in hands-on activities to increase their understanding of expressions, equations, and statistics, as well as opportunities to engage in exploration and inquiry activities.	Students will be given opportunities through differentiated instruction to develop knowledge through exploration and inquiry activities to maintain or increase understanding of skills through grade level appropriate hands-on experiences. Utilize Success Maker to engage students in individualized instruction.	RtI Leadership Team	Monitoring differentiated instruction in lesson plans. In addition, data from monthly SuccessMaker Reports will be monitored and used to target students' individual needs.	Formative: Informal assessments, formative monthly benchmark assessments, District interim assessments Summative: 2012 FCAT Math Assessment Monthly Success Maker reports
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 – Number: Fractions in grade 3.	Students will be given opportunities through differentiated instruction to develop knowledge through exploration and inquiry activities to maintain or increase understanding of skills through grade level appropriate hands-on experiences. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of fractions are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Data Chat meetings will be conducted with teachers on an ongoing basis during grade level meetings with Math	Formative: Informal assessments, monthly benchmark assessments, District Interim Assessments, and monthly Success Maker Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

		Utilize Success Maker to engage students in individualized instruction.		Coach. Based on the results, data will be used to drive explicit instruction, provide differentiated instruction, and intervention to these students. Monitor differentiated instruction throughout lesson plans. In addition, data from Success Maker Reports will be monitored and used to target students' individual needs.	
3	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3 – Geometry and Measurement in Grade 4.	Students will be provided Grade- level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter and area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of spatial reasoning are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Data Chat meetings will be conducted with teachers on an ongoing basis during grade level meetings with Math Coach. Based on the results, data will be used to drive explicit instruction, provide differentiated instruction, and intervention to these students. Monitor differentiated instruction throughout lesson plans. In addition, data from Success Maker Reports will be monitored and used to target students' individual needs.	Formative: Informal assessments, monthly benchmark assessments, District Interim Assessments, and monthly Success Maker Reports Summative: 2013 FCAT 2.0 Mathematics Assessment
4	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1 – Number: Base Ten and Fractions in Grade 5.	Students will be provided opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations; and use the order of operations to simplify expressions which include exponents and parentheses. Students will utilize journals to explain and review math concepts as well as participate in inquiry-based projects.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on solving simple equations are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed. Data Chat meetings will be conducted with teachers on an ongoing basis during grade level meetings with Math Coach. Based on the results, data will be used to drive explicit instruction, provide differentiated instruction, and intervention to these students.	Formative: Informal assessments, monthly benchmark assessments, District Interim Assessments, and monthly Success Maker Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

			Monitor differentiated instruction throughout lesson plans. In addition, data from Success Maker Reports will be monitored and used to target students' individual needs.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 82% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions opportunities in order to increase the lowest 25% learning gains by 5 percentage points to 87%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (34)	87% (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	Students in the Lowest 25% were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing understanding of basic number concepts and their properties.	Students will be provided activities through Go Math resources to develop an understanding of the reasonableness of number operation results including in-problem situations.	Rtl Leadership Team	Conduct observations, Review Lesson Plans and Students' work folders. In addition, data from SuccessMaker Reports will be monitored and used to target students' individual needs.	Formative: Informal assessments, formative Monthly benchmark assessments, District interim Assessments, Monthly SuccessMaker Reports, Summative: 2012

					FCAT Math Assessment
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for students in the lowest 25% was Category 1 – Number: Operation, Problems & Statistics in Grade 3.</p> <p>Students need more support in developing understanding of basic number sense, concepts and its properties.</p>	<p>After carefully disaggregating the data from each reporting category, students will be provided activities through Go Math resources to develop an understanding of the reasonableness of number operation results including problem solving situations, hands-on experiences through the use of manipulatives in order to fully understand the concrete, representational and abstract models through differentiated instruction.</p> <p>These students will be provided intervention four days a week for thirty minutes and eligible to attend before and after school tutoring which will include Success Maker.</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of fractions are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed.</p> <p>Data Chat meetings will be conducted with teachers on an ongoing basis during grade level meetings with Math Coach. Based on the results, data will be used to drive explicit instruction, provide differentiated instruction, and intervention to these students.</p> <p>Monitor differentiated instruction throughout lesson plans. In addition, data from Success Maker Reports will be monitored and used to target students' individual needs.</p>	<p>Formative: Informal assessments, monthly benchmark assessments, District Interim Assessments, and monthly Success Maker Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
3	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for students in the lowest 25% was Category 1 – Number: Operation & Problems in Grade 4.</p>	<p>After carefully disaggregating the data from each reporting category, students will be provided activities through Go Math resources to develop an understanding of the reasonableness of number operation results including problem solving situations, hands-on experiences through the use of manipulatives in order to fully understand the concrete, representational and abstract models through differentiated instruction.</p> <p>These students will be provided intervention four days a week for thirty minutes and eligible to attend before and after school tutoring which will include Success Maker.</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of fractions are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed.</p> <p>Data Chat meetings will be conducted with teachers on an ongoing basis during grade level meetings with Math Coach. Based on the results, data will be used to drive explicit instruction, provide differentiated instruction, and intervention to these students.</p> <p>Monitor differentiated instruction throughout lesson plans. In addition, data from Success Maker Reports will be monitored and used to target students' individual needs.</p>	<p>Formative: Informal assessments, monthly benchmark assessments, District Interim Assessments, and monthly Success Maker Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for students in the lowest 25% was</p>	<p>After carefully disaggregating the data from each reporting category, students will be provided activities through Go Math</p>	MTSS/RtI Leadership Team	<p>Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that assessments focusing on students' knowledge of</p>	<p>Formative: Informal assessments, monthly benchmark assessments, District Interim</p>

4	<p>Category 1 – Number: Operations & Problems, and Base Ten & Fractions in Grade 5.</p>	<p>resources to develop an understanding of the reasonableness of number operation results including problem solving situations, hands-on experiences through the use of manipulatives in order to fully understand the concrete, representational and abstract models through differentiated instruction.</p> <p>These students will be provided intervention four days a week for thirty minutes and eligible to attend before and after school tutoring which will include Success Maker.</p>	<p>fractions are occurring. There will be a thorough review of students' work folders and an adjustment to instruction as needed.</p> <p>Data Chat meetings will be conducted with teachers on an ongoing basis during grade level meetings with Math Coach. Based on the results, data will be used to drive explicit instruction, provide differentiated instruction, and intervention to these students.</p> <p>Monitor differentiated instruction throughout lesson plans. In addition, data from Success Maker Reports will be monitored and used to target students' individual needs.</p>	<p>Assessments, and monthly Success Maker Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% from the Baseline of 2011 to the administration of the Baseline of 2017 FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	46	51	57	62	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 52% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase Hispanic student proficiency by 5 percentage point to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 44% (9) Hispanic: 52% (121) Asian: N/A American Indian: N/A	White: N/A Black: 45% (9) Hispanic: 57% (133) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
White: Black: Hispanic: Asian: American Indian:	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through	RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention	Formative: Informal assessments, Gizmo, SuccessMaker Reports, formative Monthly benchmark

1	Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	differentiated instruction, interventions, Gizmo, and SuccessMaker.		assessments.	assessments, District interim assessments Summative: 2012 FCAT Math Assessment
2	Hispanic: Students were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through differentiated instruction, interventions, and Success Maker.	MTSS/RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention assessments.	Formative: Informal assessments, Success Maker Reports, monthly benchmark assessments, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 50% of the English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage point to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (55)	55% (61)

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 were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through differentiated instruction and interventions.	RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention assessments.	Formative: Informal assessments, formative Monthly benchmark assessments, District interim assessments Summative: 2012 FCAT Math Assessment
2	Students were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through differentiated instruction and interventions.	MTSS/RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention assessments.	Formative: Informal assessments, monthly benchmark assessments, District interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 50% of the students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (10)	56% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Students were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through differentiated instruction and interventions.	MTSS/RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention assessments.	Formative: Informal assessments, monthly benchmark assessments, District interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 52% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (131)	57% (144)

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 were deficient in Content 1, Basic Number Concepts and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	Students will be provided activities to develop an understanding of the reasonableness of number operation results including in-problem situations through differentiated instruction and interventions.	RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor progress and the fidelity of program delivery using data from prescribed intervention assessments.	Formative: Informal assessments, formative Monthly benchmark assessments, District interim assessments Summative: 2012 FCAT Math Assessment
	ED: Students were deficient in Content 1, Basic Number Concepts	Students will be provided activities to develop an understanding of the	MTSS/RtI Leadership Team	Conduct monthly data meetings with teachers and students to monitor	Formative: Informal assessments,

2	and their Properties. Students need support in developing an understanding of basic number concepts and their properties. Students need to be identified and placed in interventions.	reasonableness of number operation results including in-problem situations through differentiated instruction and interventions.	progress and the fidelity of program delivery using data from prescribed intervention assessments.	monthly benchmark assessments, District Interim Assessment Summative: 2013 FCAT 2.0 Mathematics Assessment
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	School Administration	K-5	9/17/12	Observation Logs and Lesson Plans	Principal and Assistant Principal, MTSS/Rtl Leadership Team
Aligning the Next Generation Standards to the Go Math Florida	K-5	Houghton Mifflin Harcourt	K-5	8/31/12	Observations Logs, Lesson Plans, Data Chats, Students' work	Principal and Assistant Principal, MTSS/Rtl Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before & After School Tutoring Programs	Tutoring Program	Title I	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (18)	28% (22)

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 were deficient in Big Idea 6, Earth Structures. Students need support in understanding the concepts and vocabulary. Students need to be supported in developing higher order thinking skills in order to increase levels of proficiency.	A variety of hands on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts for grades K-5 will be conducted weekly. Staff will utilize NGSSS resources to present standards in a variety of modalities. 5th grade teacher will implement interactive word walls, interactive instructional software, GIZMOS and MobiTeach. Science labs will be utilized.	RtI Leadership Team	Conduct ongoing progress monitoring of these students will be done through the analyzing of data from Pre/Post tests, Monthly Assessments, Interim Assessments, Teacher Observations and Administrative Observations In addition, lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book and Gizmos.	Formative: Gizmos reports, Informal assessments, Formative monthly benchmark assessments, District interim assessments, Summative: 2012 FCAT Science Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category 3 – Physical Science in Grade 5. Students were deficient in Big Idea 6, Earth Structures specifically in understanding the concepts and vocabulary and in developing higher order thinking skills in order to increase levels of proficiency.	A variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts for grades K-5 will be conducted weekly. Staff will utilize NGSSS resources to present standards in a variety of modalities. Fifth grade teacher will implement interactive word walls, interactive instructional software, Discovery Learning, GIZMOS and Smart Board Interactive. Science labs will be utilized.	MTSS/RtI Leadership Team	Following the FCIM, we will conduct weekly classroom walkthroughs to ascertain that instruction aligns with the analyzed data from Pre/Post-tests, Monthly Assessments, Interim Assessments, and Administrative Observations. In addition, lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book and Discovery Learning.	Formative: Informal assessments, monthly benchmark assessments and District Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 8% 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 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6)	10% (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	Students were deficient in Big Idea 1, The Practice of Science. Students need support in understanding and explaining of scientific concepts and in carrying on hands-on inquiry-based activities.	Students will be provided enrichment activities to design and develop science projects to increase scientific thinking, students will participate in inquiry-based activities that allow for testing hypotheses and data analysis.	RtI Leadership Team	Review projects using the Lab Reports to predetermine timeline and rubric in order to ensure that students are making Progress. Adjustments will be made as necessary.	Formative: Lab reports, Informal assessments, Formative monthly benchmark assessments, District interim assessments, Summative: 2012 FCAT Science Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category 3 – Physical Science in Grade 5. Students were deficient in Big Idea 1, The Practice of Science. Students need support in understanding and	Students will be provided enrichment activities to design and develop science projects to increase scientific thinking, and participate in inquiry-based activities that allow for testing hypotheses and data analysis.	MTSS/RtI Leadership Team	Review projects using the lab reports to predetermine timeline and rubric in order to ensure that students are making progress. Adjustments will be made as necessary.	Formative: Lab reports, Informal assessments, monthly benchmark assessments, and District Interim Assessments Summative: 2013 FCAT 2.0 Science

explaining of scientific concepts and in carrying on hands-on inquiry-based activities			Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS Training	K - 5	Gizmos Manager Science Coach	K - 5	9/24/2012	Lab worksheets, lesson plans, and students' work	Administration and MTSS/RtI

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Assessment indicate 76% of students achieved Level 3.0 and above proficiency. Our goal for the 2012-2013 is to increase Level 3.5 and above by 2 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (57)	78% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students need reinforcement in the areas of focus and organization. Students' native language interfered with their writing process in English.	1.1. All teachers will receive writing resources and share best practices. Writing groups will be developed for intervention lessons. Groups will be developed using monthly writing data.	1.1. Administration and Reading Coaches	1.1. Conduct ongoing progress monitoring through Pre/Post Test, Monthly Writing Assessments, Teacher Observation, and Students' Writing folders.	1.1. Formative: Monthly Writing Assessments Summative: 2012 FCAT Writing Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was Reporting Category – Narrative Writing. The average score was 2.9. Students who earned writing scores of 3.0 and above will focus on building clear, precise word choice in their writing and utilizing expanded vocabulary.	Students will engage in a process approach to writing at all levels, which encourages exposure to rich literary models, student choice of topics, multiple drafts, feedback from peers and teachers, tailored instruction on writing craft and conventions, and authentic audiences for publishing work. Students will use writing to learn activities on a regular basis in all subject areas in order to better understand content,	Administration and Reading Coach	Conduct biweekly progress monitoring through Pre/Mid/Post Tests, Monthly Writing Assessments, and Students' Writing folders Teachers conference notes	Formative: District Writing Pre-Test, Mid-Year, and Post-Tests, and Monthly Writing Assessments Summative: 2013 FCAT 2.0 Writing Assessment

		organize and clarify thinking, and express their learning.			
3	<p>The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was Reporting Category – Narrative Writing. The average score was 2.9.</p> <p>Students who earned writing scores of 4.0 and above will focus on elaboration in their writing that includes specific and relevant supporting details.</p>	<p>Students will engage in a process approach to writing at all levels, which encourages exposure to rich literary models, student choice of topics, multiple drafts, feedback from peers and teachers, tailored instruction on writing craft and conventions, and authentic audiences for publishing work.</p> <p>Students will use writing to learn activities on a regular basis in all subject areas in order to better understand content, organize and clarify thinking, and express their learning.</p>	Administration and Reading Coach	<p>Conduct biweekly progress monitoring through Pre/Mid/Post Tests, Monthly Writing Assessments, and Students' Writing folders</p> <p>Teachers conference notes</p>	<p>Formative: District Writing Pre-Test, Mid-Year, and Post-Tests, and Monthly Writing Assessments</p> <p>Summative: 2013 FCAT 2.0 Writing Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Effective Scoring and Instruction	3-4	District	Grades 3 and 4	9/17/2012	Observation Logs, Lesson Plans and Monitor Student Writing Portfolios	Administration/Reading Coach
Writing Across the Curriculum & Rubric Scoring	K-5	Reading Coach	K-5	11/6/2012	Observation Logs, Lesson Plans and Monitor Student Writing Portfolios	Administration/Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	Based on the 2011- 2012 school year data, our average daily attendance rate was 94.98%. Our goal for the 2012- 2013 school year is to increase attendance to 95.48% by minimizing absences due to illnesses, commutative diseases and truancy. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 11.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.98% (581)	95.48% (584)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
209	199

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
80		76			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and parents need support in understanding the correlation between attendance and learning and schedule vacations and other appointments during non-school hours.	1.1. Identify students with a history of excessive absences and develop a plan of action to address issues. Identify and refer students who may be developing a pattern of nonattendance to the School Support Team. Students will receive incentives such as class pizza party and weekly recognition for student perfect attendance. Parent workshops will be offered in order explain the importance of punctual attendance.	1.1. Administration, Counselor and Social Worker	1.1. Weekly updates to Administration by the Attendance Review Committee	1.1. COGNOS Attendance Intervention logs and Daily Attendance Bulletins
2	Students and parents need support in understanding the correlation between attendance and learning and schedule vacations and other appointments during non-school hours.	Identify students with a history of excessive absences and develop a plan of action to address issues. Identify and refer students who may be developing a pattern of nonattendance to the School Support Team. Students who accrue more than five unexcused absences during the school year will be required to attend a Truancy Child Study meeting with their parents. Parent workshops will be offered in order to explain the importance of punctual attendance.	Administration, Counselor, Community Involvement Specialist (CIS) and Social Worker	Weekly updates to Administration from the MTSS/RtI and entire faculty at faculty meetings	COGNOS Attendance Intervention logs and Daily Attendance Bulletins
3	Students and parents need support in understanding that punctuality is important to promote academic success.	Identify students with a history of excessive tardiness and develop a plan of action to address issues.	Administration, Counselor, Community Involvement Specialist (CIS) and Social Worker	Weekly updates to Administration from the MTSS/RtI and entire faculty at faculty meetings	COGNOS Attendance Intervention logs and Daily Attendance Bulletins

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	PK-5/Attendance	Guidance Counselor	School-wide	10/26/2012	School-wide Attendance Program will be developed and shared with teachers, parents and students. Administration will monitor Daily Attendance Bulletin to evaluate the effectiveness of the program.	Administration and Student Services

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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 Out-of-School suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
32	29
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	21

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Over the last four years, the indoor suspension rate has remained the same due to minor disciplinary infractions.	Implementation of Character Education Program presented by Student Services. The program will recognize model behavior and foster the development of positive character attributes. Students and parents will be given the Code of Student Conduct during Open House and Teacher-Parent Conferences. Students will be recognized for model behavior by teachers and administrator once a month during their lunch time.	Guidance Counselor, Administration, and Teachers	Student Case Management Forms (SCM)	COGNOS quarterly Suspension reports
2	Over the last four years, the outdoor suspension rate has increased due to disciplinary problems, and students and parents not understanding the Code of Student Conduct.	Students who accrue more than two outdoor suspensions during the school year will be referred to the Truancy/Counselor to meet with their parents.	Guidance Counselor, Administration, and Teachers	Student Case Management Forms (SCM)	COGNOS quarterly Suspension reports

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking (H.O.T.S.)	3-5	School Administration	3 - 5	10/26/2012	Lesson Plans, Data Chats, Students' work	Principal and Assistant Principal, MTSS/Rtl
STEM/Sally Ride	K-5	Science Coach	3 - 5	11/6/2012	Lesson Plans, Data Chats, Students' work	Principal and Assistant Principal, MTSS/Rtl

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

1. STEM

STEM Goal #1:

Our goal is to increase Science, Technology, Engineering & Mathematics (STEM) literacy in students, and encourage all students including women and minorities to pursue STEM related careers.

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 to be supported in developing higher order thinking skills in order to increase levels of proficiency.	<p>Students will be provided enrichment activities to design and develop science projects to increase scientific thinking and students will participate in inquiry-based activities that allow for testing hypotheses and data analysis.</p> <p>Invite speakers to increase students' awareness of STEM related jobs and careers.</p> <p>Students will receive incentives for participation in the school-wide and District Science Fairs.</p> <p>Implement SECME Stars III after school program in grades K-5 to promote acceleration and enrichment of math and science through the use of investigative and inquiry-based learning.</p> <p>Incorporate the KAPOW program to inspire students to the world of banking/finance while enhancing science and technology skills.</p>	MTSS/RtI Leadership Team	<p>Conduct weekly progress monitoring of these students will be done through the analyzing of data from Pre/Post -tests, Monthly Assessments, Interim Assessments, Teacher Observations and Administrative Observations</p> <p>In addition, lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book and Discovery Learning.</p>	<p>Formative: Informal assessments, monthly benchmark assessments, and District interim assessments</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Awards	Student Incentives	EESAC	\$115.00
			Subtotal: \$115.00
			Grand Total: \$115.00

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	Time For Kids Magazines	Informational Text	Title I	\$1,500.00
Reading	Elements of Reading – Vocabulary	Intervention	Title I	\$1,000.00
Reading	Jr. Great Books	Enrichment Books	Title I	\$1,500.00
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$4,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success Maker	Training	N/A	\$0.00
Reading	Jr. Great Books	Enrichment Training	Title I	\$702.00
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$702.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Before & After School Tutorial Programs	Tutoring Program	Title I Hourly Personnel	\$4,000.00
CELLA	N/A			\$0.00
Mathematics	Before & After School Tutoring Programs	Tutoring Program	Title I	\$4,000.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
STEM	Science Awards	Student Incentives	EESAC	\$115.00
				Subtotal: \$8,115.00
				Grand Total: \$12,817.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Awards & Incentives	\$900.00
Math Awards & Incentives	\$900.00
Science Awards & Incentives	\$115.00

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

- SAC will monitor the implementation of the School Improvement Plan (SIP) through ongoing data analysis in the areas of reading, mathematics, writing, science, and other non-academic areas.
- SAC will assist with the decision-making process involving the school such as: budget, instructional materials, parental involvement, etc.
- SAC will recommend strategies to improve student achievement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District COMSTOCK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	57%	64%	25%	198	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	45%	43%			88	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?	43% (NO)	33% (NO)			76	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					362	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested

Dade School District COMSTOCK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	62%	78%	25%	230	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	54%			119	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)	62% (YES)			117	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					466	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested