

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH MIAMI HEIGHTS ELEMENTARY

District Name: Dade

Principal: Suzet M. Hernandez

SAC Chair: Elaine Whittemore

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Suzet M. Hernandez	B.S. Elementary Education M.S. ESOL M.S. Educational Leadership M.S. Elementary Education Ed. Leadership Elem. Ed ESOL ESOL Endorsement	3	12	'12 '11 '10 '09 '08 School Grade A A A D C High Standards Rdg. 51 76 70 49 49 High Standards Math 56 77 75 55 61 Lrng Gains-Rdg. 75 62 65 59 56 Lrng Gains-Math 79 58 72 55 60 Gains-Rdg-25% 76 60 61 46 58 Gains-Math-25% 90 68 75 45 69
Assis Principal	Floredenis G. Brown	B.S. English Lit & Elementary Education M.S. EH/LD & Reading Ed.S. Educational Leadership Ed. Leadership Elem. Ed. Spec. Learn. Disab. ESOL	2	4	'12 '11 '10 '09 '08 ' School Grade A C C B A High Standards Rdg. 51 56 60 N/A 91 High Standards Math 56 61 56 N/A 92 Lrng Gains-Rdg. 75 61 61 N/A 74 Lrng Gains-Math 79 56 59 N/A 83 Gains-Rdg-25% 76 59 69 N/A 81 Gains-Math-25% 90 65 69 N/A 84

INSTRUCTIONAL COACHES

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

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Professional Development will be provided for all instructional personnel in order to ensure teachers have opportunities to reflect upon and improve their instructional skills. Topics will include but not be limited to: Increasing Rigor; The Strategic Teacher; Reading for Meaning and Developing Content Area Reading skills.	Assistant Principal	8/17/12; 9/26/12; 10/10/12; 11/6/12	
2	NBCT mentor(ing) will be utilized to support all instructional personnel in the areas of planning; collaboration; and instruction.	School site National Board Certified Instructional Staff	9/18/12; 11/6/12; 11/7/12; 11/28/12	

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
3 - Teaching Out-of-Field	1. Professional Development opportunities are identified to address the needs of instructional personnel who are not highly effective or are out-of-field. 2. Instructional personnel who are not highly effective or are out-of-field are provided with professional development that addressed their individual needs.

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
45	4.4%(2)	17.8%(8)	35.6%(16)	42.2%(19)	22.2%(10)	73.3%(33)	6.7%(3)	4.4%(2)	91.1%(41)

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
Elaine Whittemore	Ms. Felieu	Ms. Whittemore is a MINT trained, veteran partner teacher, who is familiar with the school and current trends in education and is able to monitor and demonstrate key instructional strategies.	Meet a minimum of once a month to discuss any difficulties that may arise. Provide assistance/modeling as needed. Communicate with administration to determine any additional needs.

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

South Miami Heights Elementary receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-5)
- hardware and software for the development of language and literacy skills in reading, mathematics and science

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

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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)

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

Violence Prevention Programs

Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor.

Training and technical assistance for elementary school teachers, administrators, and counselors, is also a component of this program.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

South Miami Heights Elementary will 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 and other referral services.

South Miami Heights Elementary will increase parental engagement/involvement through utilization of the Title I School-South Miami Heights Elementary will 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 and other referral services.

South Miami Heights Elementary will increase parental engagement/involvement through utilization of the Title I School-Parent Compact (for each student); scheduling of the Title I Orientation/Annual Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

In order to empower parents and build their capacity for involvement, South Miami Heights Elementary will conduct informal surveys to determine specific needs of our parents. Based upon the identified needs/results of these surveys workshops and/or Parent Academy classes will be offered at flexible times in order to accommodate our parents' schedules. This will impact our goal to empower parents and build their capacity for involvement.

South Miami Heights Elementary will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report 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 to be completed by parents/families annually in May. The Survey's results will be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

- Principal and Assistant Principal who will ensure commitment and allocate resources;
- Teacher(s), Reading Coach, Mathematics Coach and Science Coach who share the common goal of improving instruction for all students; and

- Team members, i.e. school guidance counselor, psychologist, social worker, and the ESE/SWD chairperson who will work to build staff support, internal capacity, and sustainability over time.
2. The school's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
- School reading, math and science coaches
 - School ESE/SWD department chairperson
 - School guidance counselor
 - School psychologist
 - School social worker
 - School behavior specialist
 - School primary and intermediate grade specialists
3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
 - The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
 - The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
- There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

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

The MTSS Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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

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

The members of the MTSS Leadership Team will utilize the School Improvement Plan as a working document to guide the instructional plan for the 2012-2013 schoolyear. Review of the effectiveness of developed strategies will be a primary focus of the MTSS Leadership Team meetings. Adjustments and revisions will be made to school developed programs, interventions,

and initiatives to ensure the effective application of school developed and district developed programs for improving student achievement. Additionally, the MTSS Leadership Team will:

1. monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. monitor the fidelity of the delivery of instruction and intervention.
3. provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
1. Students at the start of the instructional year will be placed in one of the three RtI Tiers based on evaluation of student performance data, academic grades, and teacher observation.
2. Students identified as being in Tier 2 or Tier 3 will be provided specialized intervention by the instructional teacher or school site interventionist on specific benchmark areas of concern. Using research based intervention resources (Voyager Passport, SuccessMaker, Houghton Mifflin Core Reading Program, Houghton Mifflin Challenge Workbook/Activities, FCRR Activities)
3. Instructional Teachers and Interventionists will maintain a log of student participation in RtI programs and maintain a portfolio of student work, and assessments on specified benchmarks.
4. MTSS/RtI Team will meet monthly with teachers to discuss the effectiveness of implemented interventions, determine the RtI status of students, revise intervention plans as needed, and make decisions on whether or not to proceed with the SST process for identified students who are not responding to school site provided interventions.
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
 - Academic
 - FAIR assessments
 - District Interim and Baseline assessments
 - State/Local Math and Science assessments
 - FCAT 2.0
 - CELLA
 - Student grades
 - School site specific assessments (Core curriculum assessments; Item/Benchmark specific assessments)
 - PMRN
 - Edusoft
 - Behavior
 - Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Attendance
 - Referrals to special education programs

Describe the plan to train staff on MTSS.

The school professional development and support will include:

1. training for all teachers in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through grade levels

Describe the plan to support MTSS.

Based upon information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImpComp_012612.pdf, the following will be implemented by the school's MTSS Leadership Team to support MTSS:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school's Literacy Leadership Team members are:

- Suzet M. Hernandez, Principal
- Floredenis G. Brown, Assistant Principal
- Laura Decespedes, Reading Coach
- Elaine Whittemore, Curriculum Support Specialist (Math/Science)/EESAC Chairperson
- Patricia Alami-Alfau, UTD Steward/Fifth Grade
- Misti Santerre, Kindergarten
- Shirley Clark, First Grade
- Elaine Klema, Second Grade
- Aileen Sola, Third Grade
- Vincent Lau, Fourth Grade
- Tania Montero, Spanish/ELL
- Stafford Whittemore, Art/Music/PE Subject Area Chairperson

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities.

The principal will provide necessary resources to the Literacy Leadership Team. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by conferencing with teachers and administrators; and providing professional development such as lesson studies focused on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The principal will conference with reading coaches on a weekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.

The principal and assistant principal will monitor lesson plans during regular classroom visitations. They will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrators.

The principal, assistant principal and reading coach will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates a weakness in reading, the principal will encourage the teacher to incorporate reading into their SMART goal which is part of the IPEGS Goal Setting Process. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the district RtI model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's RtI team will schedule data chat meetings to include teachers, reading coach, math/science coach, school psychologist, and administrators.

The principal and assistant principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and literacy leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading

Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principal and assistant principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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

Major initiatives for the school's Literacy Leadership Team for the 2012-2013 schoolyear will include:

- Vocabulary acquisition; Reading Comprehension in all content areas; and fluency in reading and responding to word problems in all content areas

The principal will promote the Literacy Leadership Team as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a schoolwide organizational model that supports literacy instruction in all classes
- continuing utilization of data to improve teaching and student achievement

The principal, assistant principal, reading coach, and curriculum support specialist will utilize student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Goal Setting form, and School Improvement Plan, when planning professional development for the school. The principal, assistant principal, reading coach, and curriculum support specialist will meet regularly to discuss and review the needs of teachers and students. During these meetings the reading coach will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the assistant principal, reading coach, and curriculum support specialist about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal, assistant principal, reading coach, and curriculum support specialist will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal and assistant principal classroom walkthroughs. In-program assessments will be administered based upon program guidelines/requirements (weekly, bi-weekly, or monthly). This data will be used to determine intervention and support needs of students by:

- participating in Data Analysis Team meetings after each FAIR/District Interim assessment period;
- analyzing progress monitoring data with the reading coach;
- directing the reading coach to meet with each grade level to review their progress monitoring (FAIR) data;
- monitoring that the reading coach uses available data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations
- participating in data reviews of all CELLA results

The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact media center circulation. The principal will take an active role in promoting library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Additionally, the media specialist will be a member of the Literacy Leadership Team. The principal will work with the reading and the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/10/2012)

*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.

South Miami Heights Elementary School facilitates and implements numerous visits from neighboring preschool programs. Students from participating preschool(s), their teachers, and their parents/guardians visit individual kindergarten classrooms and are actively engaged in daily activities with the students in those classrooms. Additionally, parents/guardians are provided with information regarding the school's/district's kindergarten program.

All incoming kindergarten students are screened by the school's certified kindergarten teachers in order to determine each child's readiness rates utilizing the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The resulting data is disaggregated in order to identify individual student needs. Low performing students will be placed in intervention groups in order to provide specific skill remediation.

Parents will be notified through flyers, monthly calendars, and Connect Ed messages of upcoming parent workshops that will better enable them to work with their child at home, especially in the area of reading.

*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 2011-2012 FCAT 2.0 Reading Test indicate that 24 percent of students scored at achievement level 3. Our goal for the 2012-2013 schoolyear is to increase level 3 student proficiency by 5 percentage points to 31 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (75)	31% (96)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 1, Vocabulary. Students lack the vocabulary necessary to be successful readers.	During pre-reading activities, across all content areas, students will utilize concept maps, word walls and other strategies from Webb's D.O.K. and Marzano's models for rigor to help build their knowledge of word meanings and relationships. In addition students will actively participate in SuccessMaker, and Accelerated Reader and Reading Plus Programs to build fluency and increase vocabulary. Students will create "Personal Dictionaries" or word banks utilizing words that they acquire through independent readings.	Administrators, Reading Leader and LLT. Literacy Leadership Team	Utilizing the FCIM model, teacher swill review ongoing classroom assessment data and observations to monitor students' acquisition of word meanings and relationships and will make adjustments to instruction as needed. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: Monthly Mini-assessments; District Interim Assessments Summative: The 2013 FCAT2.0 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 23 percent of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 26 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (73)	26% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency and/or least growth as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text; Reference/ Research. Students are deficient in the skills necessary to locate, interpret, organize, validate, and utilize additional text features (subtitles, headings, charts, graphs, diagrams, data, etc.) from readings.	During rigorous pre-reading enrichment activities, students will utilize how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students will use real world documents to develop strategies to recognize the characteristics of reliable and valid information.	Literacy Leadership Team	Utilizing the FCIM model, teachers will review ongoing classroom assessment data focusing on the students' ability to identify text features and complete assignments as teachers become facilitator guiding students to become independent learners. Utilizing this data teachers will make adjustments to instruction as needed. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: Monthly Mini-assessment District Interim Assessments Summative: The 2013 FCAT2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 75 percent of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 80 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (147)	80% (157)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application. Students are deficient in the skills necessary to identify text structure and how it impacts meaning in text	Reading teachers will utilize graphic organizers to help students identify text structures such as compare/contrast, cause and effect, and chronological order. They will also provide students with practice in identifying themes and topics within and across texts.	Administration	Utilizing the FCIM model, teachers will review ongoing classroom assessment data focusing on the students' ability to identify text structure to ensure students are making adequate progress. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: SuccessMaker reports; District Interim Assessments Summative: The 2013 FCAT2.0 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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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 2011-2012 FCAT Reading 2.0 Assessment indicate that 76 percent of the students in the lowest quartile made learning gains. Our goal for the 2012-2013 school year is to increase achievement in the lowest quartile by gaining 5 percentage points to 81 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (38)	81% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application. Students are deficient in the skills needed identify author's purpose and text structures.	Highly qualified reading interventionists will provide students with extended opportunities to identify text structure and author's purpose during Small Group Differentiated Instruction through Voyager (30 minutes daily) ; additional practice will be provided through SuccessMaker (30 minutes three times weekly).	MTSS/RtI Leadership Team	Utilizing the FCIM model, teachers will Monitor student performance for the lower quartile group on FAIR and mini-assessments in order to adjust curriculum targets to remediate instructional needs. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 FCAT2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 67 percent of the White student subgroup, 39 percent of the Black student subgroup and 54 percent of the Hispanic student subgroup scored at achievement level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 33 percentage points to 100 percent for the White student subgroup, by 9 percentage points to 48 percent for the Black student subgroup and by 8 percentage points to 62 percent for the Hispanic subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 67% (10); Black: 39% (24); Hispanic: 54% (124)	White: 100% (15); Black: 48% (30); Hispanic: 62% (142)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency and/or least growth for all subgroups as noted on the 2012 administration of the FCAT2.0 Reading Test was Reporting Category 1 Vocabulary. Students are deficient in the skills needed to analyze vocabulary in order to derive meaning and fluency as they read.	Teachers will provide students with daily instruction that focuses on the structural analysis of words in order to increase student's vocabulary comprehension through the understanding of the meaning of root words, affixes and expressions.	Assistant Principal; Reading Leader	Utilizing the FCIM model, teachers will Monitor student performance for the Black and Hispanic student subgroups on FAIR and mini-assessments in order to adjust frequency of interventions and curriculum target to remediate instructional needs. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 FCAT2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 16 percent of Students with Disabilities scored at achievement level 3. Our goal for the 2012-2013 school year is to increase Student with Disabilities proficiency by 17 percentage points to 33 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (5)	33% (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	Results from the 2012 FCAT2.0 Reading Assessment indicate that the number of Students with Disabilities (SWD) making satisfactory progress in reading decreased by 5 percentage points. Students lack the vocabulary necessary to be successful readers	During guided reading activities, students will create personal dictionaries in order to help build their knowledge of word meanings, relationships and usage. Teachers will provide intensive instruction in affixes and root words. In addition students will actively participate in the Reading Plus and SuccessMaker Programs to help build their vocabulary.	Assistant Principal	Utilizing the FCIM model, teachers will monitor ongoing classroom assessments focusing on students' knowledge of word meanings and relationships and fluency. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 FCAT2.0 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 2011-2012 FCAT 2.0 Reading Assessment indicate that 51 percent of Economically Disadvantaged students scored at achievement level 3. Our goal for the 2012-2013 school year is to increase Economically Disadvantaged student proficiency by 7 percentage points to 59 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (149)	59% (173)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application. Students are deficient in the skills necessary to identify Main Idea/Message in text and how it impacts meaning in text.	Teachers will provide intensive instruction in strategies that will allow students to recognized text elements and relevant details in order to identify Main Idea and Message in grade level appropriate text.	Literacy Leadership Team	Utilizing the FCIM model, teachers will monitor ongoing classroom assessments focusing on students' understanding of Main Idea/Message. The MTSS/RtI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 FCAT2.0 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
Common Core Standards in Reading	Kindergarten-5th Reading	Reading Leader	Kindergarten through 5th Grade Reading Teachers	8/17/12; 9/26/12	Review of Lesson Plans; Observation during instruction	Assistant Principal
Reading for Meaning	Kindergarten-5th (All)	Reading/Math/Science Leaders	K-5th grade teachers who have not been previously trained	Review of Student Work; Review of Lesson plans; Observation during instruction	Review of Student Work; Review of Lesson plans; Observation during instruction	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Time For Kids to provide authentic opportunities to apply reference/research strategies during reading.	Time For Kids (3rd-5th grades)	Title I	\$2,764.00
Utilize National Geographic to provide students with enriched vocabulary experiences.	National Geographic	Title I	\$800.00
			Subtotal: \$3,564.00
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: \$3,564.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2011-2012 CELLA Assessment indicate that 48 percent of English Language Learners demonstrated proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the percent of English Language Learners demonstrating proficiency in Listening/Speaking by 2 percentage points to 50 percent.

2012 Current Percent of Students Proficient in listening/speaking:

48% (119)

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	Results from the 2012 CELLA Assessment indicate that the number of English Language Learners students demonstrating proficiency in Listening/Speaking is less than 50 percent of the assessed population (48%). Students lack the vocabulary skills needed to speak and understand spoken English in a similar manner to non- ELL students.	Teachers will utilize multi-sensory instruction, including modeling, use of illustrations/diagrams, brainstorming and cooperative learning group reports/projects to facilitate student listening/speaking skills. Students will be encouraged to restate/echo the teacher in order to develop understanding and increase vocabulary/language . They will participate in cooperative learning group reports/projects that will help them to simultaneously develop linguistic and academic skills.	Assistant Principal	Utilizing the FCIM model, teachers will monitor ongoing classroom assessments and will adjust instruction as needed. The MTSS/RTI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 CELLA Assessment

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2011-2012 CELLA Assessment indicate that 28 percent of English Language Learners demonstrated proficiency in Reading.

Our goal for the 2012-2013 school year is to increase the percent of English Language Learners demonstrating proficiency in Reading by 2 percentage points to 30 percent.

2012 Current Percent of Students Proficient in reading:

28% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Results from the 2012 CELLA Assessment indicate that the number of English Language Learners students demonstrating proficiency in Reading is less than 30 percent of the assessed population (28%).	Teachers will utilize a variety of pre-reading/reading strategies such as picture walks, prediction, chunking, read aloud, jump in reading and choral reading to increase students fluency and comprehension in	Assistant Principal	Utilizing the FCIM model, teachers will monitor ongoing classroom assessments and will adjust instruction as needed. The MTSS/RTI team will review data monthly and will make recommendations based on demonstrated	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 CELLA Assessment

1	Students lack the skills needed to read grade-level text in English in a similar manner to non-ELL students.	reading. Interactive word walls will be utilized to develop understanding of multiple meaning vocabulary and to promote understanding of vocabulary that is utilized throughout all content areas. Students will also maintain reading response journals in order to record and reflect on their own thoughts and/or questions during reading .		needs.
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Assessment indicate that 25 percent of English Language Learners demonstrated proficiency in Writing. Our goal for the 2012-2013 school year is to increase the percent of English Language Learners demonstrating proficiency in Writing by 2 percentage points to 27 percent.
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2012 Current Percent of Students Proficient in writing:

25% (63)

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	Results from the 2012 CELLA Assessment indicate that the number of English Language Learners students demonstrating proficiency in Writing is less than 30 percent of the assessed population (25%). Students lack the skills needed to write sentences, paragraphs, and stories in English in a similar manner to non- ELL students.	Teachers will provide detailed instruction on the writing process (planning, drafting, revising, editing and publishing). Graphic organizers will be utilized to help students organize their thoughts. Students will develop personal dictionaries to increase their understanding of new vocabulary.	Assistant Principal	Utilizing the FCIM model, teachers will monitor ongoing classroom assessments and will adjust instruction as needed. The MTSS/RTI team will review data monthly and will make recommendations based on demonstrated needs.	Formative: FAIR and monthly mini-assessments; District Interim Assessments Summative: The 2013 CELLA Assessment

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 32 percent of students scored at achievement level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 35 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (98)	35% (109)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area which showed minimal growth in 3rd, and 5th grades, and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was the reporting category: Numbers: Base Ten and Fractions / Numbers: Fractions</p> <p>Students need to increase content area reading fluency in mathematics which limits their ability to accurately solve single and multistep math problems. Inconsistent fluency in basic math skills is a problem for many students.</p>	<p>Students will utilize Math Problem Solving" graphic organizers in order to develop the skills needed to solve single and multi-step math word problems. Teachers will utilize literature in mathematics to increase student fluency and understanding of how to solve math word problems. Daily opening instruction will focus on maintaining fluency in basic math skills.</p>	Assistant Principal	Utilizing the FCIM model, teachers will review ongoing classroom assessment data making adjustments to instruction as needed to ensure students are making adequate progress. The Leadership Team will review data monthly and will make recommendations based on demonstrated needs.	<p>Formative: Monthly mini-assessments; District Interim Assessments</p> <p>Summative: The 2013 FCAT 2.0 Mathematics Assessment</p>
2	<p>The area which showed minimal growth in 4th grade, and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was the reporting category: Geometry and Measurement.</p> <p>Students need to increase their ability to identify geometric shapes, angles and changes to each (i.e. translations, transformations, etc) which limits their ability</p>	<p>Students will utilize graphic organizers in order to develop the skills needed to identify geometric shapes and angles; and changes (i.e. transformations and translations) based on the attributes of each shape/angle. Teachers will utilize pictures in mathematics and art to increase student identification of geometric shapes, angles, and changes (i.e. transformations, translations, etc.) in a "real world" context.</p>	Assistant Principal	Utilizing the FCIM model, teachers will review ongoing classroom assessment data making adjustments to instruction as needed to ensure students are making adequate progress. The Leadership Team will review data monthly and will make recommendations based on demonstrated needs.	<p>Formative: Monthly mini-assessments; District Interim Assessments</p> <p>Summative: The 2013 FCAT 2.0 Mathematics Assessment</p>

to accurately solve geometry based math problems.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 2010-2011 FCAT Mathematics Test indicate that 28 percent of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2011-2012 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 29 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (95)	29% (98)

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	High Standard Level 4 and 5 students displayed an area of deficiency in Geometry and Measurement as noted on the 2011 FCAT Mathematics Assessment. Students had limited classroom opportunities to develop exploration and inquiry activities.	Students will utilize strategies from Marzano and Webb's D.O.K. to participate in enriched and rigorous inquiry based hands-on grade-level appropriate geometry and measurement activities. In addition, students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hands-on	Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Student authentic work; monthly assessments; District Interim Assessments Summative: The 2012 FCAT Mathematics Assessment

	exploration and experiences with grade level appropriate number concepts and apply learning to solve real-life problems.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The results of the 2010-2011 FCAT Mathematics Test indicate that 58 percent of students made learning gains. Our goal for the 2011-2012 school year is to increase student achieving learning gains by 10 percentage points to 68 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (102)	68% (119)

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	Results from the 2011 administration of the FCAT Mathematics Assessment indicate that the percent of students making learning gains decreased by 14 percentage points when compared to the 2010 FCAT Mathematics Assessment. Further disaggregation of the data indicates areas of deficiency in Numbers:	Provide concrete real-world examples by infusing literacy into the mathematics instructional block. Additionally, student math journals will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications.	Rtl Leadership Team	Review formative monthly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: monthly assessments; Student generated work in math journals; District Interim Assessments Summative: The 2012 FCAT Mathematics Assessment

Base Ten and Fractions and Numbers: Operations and Problems.			
Students' understanding of basic addition, subtraction, multiplication and division facts limits their ability to compute accurately and solve multistep math problems.			

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2010-2011 FCAT Mathematics Assessment indicate that 68 percent of the students in the lowest quartile made learning gains. Our goal for the 2011-2012 school year is to increase achievement in the lowest quartile by gaining 5 percentage point to 73 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (30)	73% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Results from the 2011 FCAT Mathematics Assessment indicate that the number of students in the lowest quartile making learning gains	Implement a structured remediation program that will provide students with 30 minute daily Small Group Differentiated Instruction utilizing Go	Rtl Leadership Team	Review formative monthly assessment data reports as well as intervention assessments to monitor progress and target areas of deficiencies.	Formative: monthly assessments; Intervention assessments; District Interim Assessments

1	<p>decreased by 7 percentage points. Further disaggregation of the data indicates areas of deficiency in Numbers: Base Ten and Fractions and Numbers: Operations and Problems.</p> <p>Students received limited opportunities to participate in small group intervention, thus limiting learning gains for students in the lowest quartile accountability group.</p>	<p>Math! Florida. In addition provide 30 minute intervention sessions before-, during, or after school 2 times per week for all Tier II and III students utilizing Gizmos and Soar For Success.</p>	<p>Summative: The 2012 FCAT 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%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 67 percent of the White student subgroup and 40 percent of the Black ispanic student subgroup scored at achievement level 3.</p> <p>Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6 percentage points to 73 percent for the White student subgroup and by 8 percentage points to 48 percent for the Black student subgroup.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% (10); Black: 40% (25)	White: 73% (11); Black: 48% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 67 percent of the White student subgroup and 40 percent of the Black ispanic student subgroup scored at achievement level 3.</p> <p>Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6 percentage points to 73</p>	<p>Teachers will utilize literature in mathematics to help students develop the skills needed to identify mathematics word problems and the math skills/functions needed to solve each problem. Students will identify what needs to be solved, what operation(s) need to be used and the steps that need to be completed to solve the problem completely.</p>	Assistant Principal, Math Leader	Utilizing the FCIM model, teachers will review ongoing classroom assessment data making adjustments to instruction as needed to ensure students are making adequate progress. The Leadership Team will review data monthly and will make recommendations based on demonstrated needs.	<p>Formative: Monthly mini-assessments; District Interim Assessments</p> <p>Summative: The 2013 FCAT 2.0 Mathematics Assessment</p>

percent for the White student subgroup and by 8 percentage points to 48 percent for the Black student subgroup.	Additionally, teachers will teach students strategies, such as estimation, working backwards, etc. that will enable students to "check" their work to ensure that their answer is reasonable and accurate.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 46 percent of English Language Learners scored at achievement level 3. Our goal for the 2012-2013 school year is to increase English Language Learners proficiency by 6 percentage points to 52 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (37)	52% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was the reporting category: Numbers: Operations and Problems. Students in 3rd, 4th and 5th grades lack the skills and fluency needed to solve basic addition, subtraction, multiplication and division word problems.	Provide concrete real-world examples by infusing literacy into the mathematics instructional block. Additionally, student math journals will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications. Students will be encouraged to use the National Library of Manipulatives at home when solving word problems.	Assistant Principal, Math Leader	Utilizing the FCIM model, teachers will review ongoing classroom assessment data making adjustments to instruction as needed to ensure students are making adequate progress. The Leadership Team will review data monthly and will make recommendations based on demonstrated needs.	Formative: Monthly mini-assessments; District Interim Assessments Summative: The 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
Reading for Meaning	Kindergarten-5th (All)	Reading/Math/Science Leaders	K-5th grade teachers who have not been previously trained	10/10/12; 10/24/12; 11/6/12	Review of Student Work; Review of Lesson plans; Observation during instruction	Assistant Principal
Common Core Standards in Mathematics	Kindergarten-5th Reading	Math Leader	Kindergarten through 5th Grade Math Teachers	8/17/12; 9/26/12	Review of Lesson Plans; Observation during instruction	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize manipulatives to show transfer of mathematical theory to practical applications.	Math manipulatives (supplemental to those provided by Go Math: Florida)	Title I	\$200.00
Subtotal:			\$200.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize "Florida Ready Math" to develop math word problem solving skills and to increase retention of previously learned math skills.	Florida Ready Math (3rd-5th grades)	Title I	\$1,500.00
			Subtotal: \$1,500.00
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: \$1,700.00

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 2011-2012 FCAT2.0 Science Test indicate that 30 percent of 5th Grade students achieved proficiency (FCAT Level 3). The goal for the 2012-2013 school year is to increase 5th Grade students achieving proficiency (FCAT Level 3) on the 2013 FCAT 2.0 Science assessment by 5 percentage points to 35 percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (33)		35% (38)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of greatest deficiency according to analysis of data from the 2012 FCAT 2.0 Science Assessment was Reporting Category 2: Earth and Space Science. Students need more opportunities to investigate Earth and Space Science and to develop higher order thinking and content area reading skills.	Increase opportunities for students to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities, and reading in science activities that reinforce higher order thinking skills. Use Gizmo Science Labs in different modes with an emphasis on Earth and Space Science.	Science Leader and Assistant Principal	The Assistant Principal and science coach will review the results of school site assessment data to monitor student progress. Data from school site assessments, monthly mini-labs, completed Gizmo Lab logs and District Interims will be reviewed to monitor student progress. Results will be shared with teachers to determine if students are making adequate	Formative: Monthly mini assessments; District Interim Assessments Summative: The 2013 FCAT 2.0 Science Assessment

				progress toward the goal. Adjustments to instructional focus will be made as needed.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicate that 4 percent of students achieved level 4 and 5 High Standard proficiency. The goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 6 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (4)	6% (6)

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	Application of the Nature of Science process is limited by the students' ability to independently complete projects involving the Scientific Method.	Students in Grade 5 will be given opportunities to participate in rigorous science enrichment opportunities, including a school-wide science fair. Support will be provided from the beginning of the year to help them propose, develop and present independent and group investigations. Teachers will monitor progress toward completion of projects	Science Leader	Utilizing the FCIM, data from school site assessments, monthly mini-labs, and District Interims will be reviewed to monitor student progress. Results will be shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as needed.	Formative: Monthly mini-assessments; District Interim Assessments Summative: The 2013 FCAT Science Assessment

on a monthly schedule.

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.

N/A

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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
Reading for Meaning	Kindergarten-5th grade (all)	Reading/Math/Science Leaders	K-5th grade teachers who have not been previously trained	10/10/12; 10/24/12; 11/6/12	Review of Student Work; Review of Lesson plans; Observation during instruction	Assistant Principal
Common Core Standards – Science	Science K-5	Leadership Team	K-5th grade Science Teachers	8/17/12; 9/26/12	Review of Lesson Plans; Review of Student Work	Assistant Principal
FCAT 2.0 Item Spec Review	Science 3rd-5th	Science Leader	3rd-5th Grade Science Teachers	11/7/12; 11/28/12	Review of questioning strategies used during instruction; review of student work	Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize manipulatives to show transfer of scientific theory to practical applications.	Science manipulatives (replenish those provided by adopted textbook series)	Title I	\$400.00
Subtotal:			\$400.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize technology based programs (such as GIZMOs) to enhance acquisition of basic and advanced science skills.	02 Account	02 Account	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,400.00

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 2011-2012 FCAT Writing Assessment indicate that 83 percent of students scored at Achievement Level 3.0 or higher. Our goal for the 2012-2013 school year is to increase students achieving Level 3.0 or higher by 2 percentage points to 85 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (90)	85% (92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	During the 2012 FCAT Writing Test, fourth graders demonstrated difficulty in narrative writing. Students demonstrated difficulty with elaboration and lack practice in utilizing literary devices such as metaphors, similes, personification, and onomatopoeia.	Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with (expression) to assist in writing.	Reading Leader and the Assistant Principal	The reading leader and teachers will administer and score students' monthly writing prompts in order to monitor students' progress and to adjust instructional focus as needed.	Formative: Students' scores on monthly writing assessments; District Baseline and Mid-Year Writing Assessments Summative: 2013 FCAT Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Best Practices in Writing	K-4	Reading Leader	Kindergarten through Fourth Grade Reading/Language Arts Teachers	9/18/12	Students lack the ability to utilize literary devices such as metaphors, similes, personification, and onomatopoeia.	Literacy Leadership Team

Writing Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics)...	Ink/Toner/Paper	O2 Account	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase the attendance rate to 95.94 percent by minimizing absences due to truancy by creating a school climate where parents, guardians and students feel welcomed and appreciated.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
95.44 % (635)	95.94% (638)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
196	186				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
105	100				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The current attendance rate decreased by 0.09 percent (95.53 % to 95.44%) during the 2011-2012 school year. Many parents do not understand the importance of continuous daily attendance in school; therefore it is common for them to not send their child to school even though the child is healthy and able to be in school.	Identify and refer students who attain 10 or more absences to the Counselor for intervention services. Call parents/guardians after their child has 3 absences. Implement an attendance incentive program to reward students who achieve perfect attendance quarterly.	Assistant Principal, Community Involvement Specialist, Guidance Counselor	Administration will monitor the percentages of students with 10 or more absences on COGNOS, weekly. In addition, they will review the attendance rate of students with excessive absences and those with quarterly perfect attendance.	COGNOS attendance reports and daily attendance rosters.

2	<p>The current tardy rate neither increased nor decreased during the 2011-2012 school year as compared to the 2010-2011 school year.</p> <p>Many parents do not understand the importance of timely daily attendance in school and the impact tardiness has on academic success; therefore it is common for them to send their child to school late.</p>	<p>Identify and refer students who attain 5 or more tardies to the Counselor for intervention services.</p> <p>Call parents/guardians after their child has 3 tardies.</p> <p>Implement an attendance incentive to reward students who decrease their tardies by 50% quarterly.</p>	<p>Assistant Principal, Community Involvement Specialist, Guidance Counselor</p>	<p>Administration will monitor the percentage of students with 5 or more tardies on COGNOS, weekly.</p>	<p>COGNOS attendance reports and daily attendance rosters.</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices for Promoting Student Attendance	Community Involvement	Community Involvement Specialist and Instructional Leaders	All K-5 homeroom teachers, and guidance counselor.	August 16, 2012	<p>A Truancy Intervention Plan will be developed by the Attendance Review Committee.</p> <p>The Assistant Principal will monitor implementation of the Attendance Incentive and Absence Prevention Plan by teachers and staff.</p>	Assistant Principal, Community Involvement Specialist, and Guidance Counselor
Consistent Student Attendance and the impact on Academic Achievement	Community Involvement	Community Involvement Specialist, Assistant Principal	Parents/guardians	September 30, 2012	The Counselor will monitor attendance records and will contact parents of students with excessive absences.	Assistant Principal, Community Involvement Specialist, and Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students with improved and Perfect Attendance and decreased tardiness.	EESAC	\$800.00
			Subtotal: \$800.00
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: \$800.00

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 percent and the total number of students suspended Out-of -School by 10 percent.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
2		2			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
2		2			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
41		37			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
30		27			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The total number of outdoor suspensions decreased by 1% from 42 incidents during the 2010-2011 school year to 41 incidents during	Utilize the Student Code of Conduct to identify students demonstrating compliance and provide incentives.	Principal, Assistant Principal, Counselor, and Community Involvement	Monitor SPOT Success report by grade level and monitor COGNOS reports on student outdoor suspension rate.	Participation logs for students who are recognized for complying with the Student Code of Conduct along

1	the 2011- 2012 school year. Additionally, the total number of students suspended Out-of-School neither increased or decreased from 30 during the 2011- 2012 school year. There are limited opportunities to recognize students' for positive behavior.	Increase utilization of the Elementary SPOT Success Recognition program to recognize students positive behavior. Additionally, develop and implement a peer mediation council to assist with reducing negative student behaviors. Utilize the Progressive Discipline/Behavior Management model to reduce negative student behaviors.	Specialist, Behavior Management Specialist		with the monthly COGNOS suspension report.
2	The total number of indoor suspensions neither increased nor decreased during the 2011- 2012 school year as compared to the 2010-2011 schoolyear. Additionally, the total number of students suspended In-School remained at 2 during the 2011- 2012 school year as compared to the 2010-2011 schoolyear.	Implement a behavior contract to assist with reducing negative behaviors. Implement a reward program to recognize students who demonstrate consistently improved behavior.	Principal, Assistant Principal, Counselor, and Community Involvement Specialist, Behavior Management Specialist	Monitor COGNOS reports on student indoor suspension rate.	Participation logs for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A - Title I school, see PIP				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
N/A - Title I school, see PIP	N/A - Title I school, see PIP				
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The results of the 2011-2012 FCAT2.0 Science Test indicate that 38 percent of 5th Grade students achieved proficiency (FCAT Level 3-5). The goal for the 2012-2013 school year is to increase 5th Grade students achieving proficiency (FCAT Level 3-5) on the 2013 FCAT 2.0 Science assessment by 3 percentage points to 41 percent.			
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	Increase student participation in Science, Technology, Engineering, and Mathematics (STEM) based activities through full-inquiry project based activities and hands-onlabs	Teachers will provide intensive, step-by-step instruction on how to complete a quality science fair project utilizing the scientific method . All 5th Grade students will complete a group science fair project during the first quarter of the 2012 schoolyear. 5th Grade students will utilize a science fair/scientific method rubric to judge their projects and will make recommendations to improve their work.	Assistant Principal; Science Leader	Data from school site assessments, monthly mini-labs, and District Interims will be reviewed to monitor student progress. Results will be shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as needed.	Formative: Monthly mini assessments; District Interim Assessments Summative: Student participation in Science Fair/Project Based Inquiry.

		All 5th grade students will independently complete a science fair project during the second through third quarter of the schoolyear.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creating a Quality Science Fair Project	Kindergarten – 5th	Science Leader	All Kindergarten – 5th grade Science Teachers	10/9/12	Review of Student Work; Review of Lesson plans; Observation during instruction	Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Science Fair boards to help students organize the elements involving the Scientific Method that are reported following a science fair/full inquiry project.	Science Fair Boards	PTA	\$300.00
			Subtotal: \$300.00
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: \$300.00

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	Utilize Time For Kids to provide authentic opportunities to apply reference/research strategies during reading.	Time For Kids (3rd-5th grades)	Title I	\$2,764.00
Reading	Utilize National Geographic to provide students with enriched vocabulary experiences.	National Geographic	Title I	\$800.00
Mathematics	Utilize manipulatives to show transfer of mathematical theory to practical applications.	Math manipulatives (supplemental to those provided by Go Math: Florida)	Title I	\$200.00
Science	Utilize manipulatives to show transfer of scientific theory to practical applications.	Science manipulatives (replenish those provided by adopted textbook series)	Title I	\$400.00
Attendance	Truancy Prevention	Provide incentives for students with improved and Perfect Attendance and decreased tardiness.	EESAC	\$800.00
STEM	Utilize Science Fair boards to help students organize the elements involving the Scientific Method that are reported following a science fair/full inquiry project.	Science Fair Boards	PTA	\$300.00
				Subtotal: \$5,264.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Utilize "Florida Ready Math" to develop math word problem solving skills and to increase retention of previously learned math skills.	Florida Ready Math (3rd-5th grades)	Title I	\$1,500.00
Science	Utilize technology based programs (such as GIZMOs) to enhance acquisition of basic and advanced science skills.	02 Account	02 Account	\$3,000.00
				Subtotal: \$4,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics)...	Ink/Toner/Paper	02 Account	\$3,000.00
				Subtotal: \$3,000.00
				Grand Total: \$12,764.00

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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 10/9/2012)

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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
SAC funds will be utilized to assist with implementation of strategies in the School Improvement Plan; such as student recognition; attendance incentives and awards and "Spot Success" award programs/awards.	\$2,999.00

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

EESAC activities will include:

1. Developing and monitoring the implementation of the School Improvement Plan through ongoing data analysis.
2. Working with the faculty and staff to ensure improved student achievement
3. Working with the PTA to increase parent participation and awareness

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 SOUTH MIAMI HEIGHTS ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	77%	97%	57%	307	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	62%	58%			120	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?	60% (YES)	68% (YES)			128	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					555	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTH MIAMI HEIGHTS ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	75%	91%	46%	282	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%	72%			137	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?	61% (YES)	75% (YES)			136	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					555	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested