FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DORAL ACADEMY

District Name: Dade

Principal: Angela Ramos- Director of Governing Board / Eleono

SAC Chair: Jeanette Menendez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eleonora Cuesta	Bachelor's in Art Ed., Master's in Ed. Leadership, Certified in Art Education K-12 and Educational Leadership	4	7	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100% 100% 100% 100% High Standards Rdg. 83% 91% 89% 87% 77% High Standards Math 83% 93% 93% 90% 78% Lrng Gains-Rdg. 79% 76% 79% 83% 68% Lrng Gains-Math 80% 76% 67% 78% 81% Gains-Rdg-25% 78% 69% 71% 71% 67% Gains-Math-25% 71% 81% 67% 70% 79%
Assis Principal	Elizabeth Simon	Elementary Ed., Master's in Reading, Specialist Degree in Ed. Leadership, Certified in Reading and Ed Leadership, Endorsed in ESOL and Gifted	4	4	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100% 100% 100% 100% High Standards Rdg. 83% 91% 89% 87% 77% High Standards Math 83% 93% 93% 90% 78% Lrng Gains-Rdg. 79% 76% 79% 83% 68% Lrng Gains-Math 80% 76% 67% 78% 81% Gains-Rdg-25% 78% 69% 71% 71% 67% Gains-Math-25% 71% 81% 67% 70% 79%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jeanette Menendez	Bachelor's Elem. Ed, Master's Elem. Ed., Certification Ed. Leadership, Working on Reading endorsement	7	7	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100% 100% 100% 100% High Standards Rdg. 83% 91% 89% 87% 77% High Standards Math 83% 93% 93% 90% 78% Lrng Gains-Rdg. 79% 76% 79% 83% 68% Lrng Gains-Math 80% 76% 67% 78% 81% Gains-Rdg-25% 78% 69% 71% 71% 67% Gains-Math-25% 71% 81% 67% 70% 79%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertise positions 2. Hiring process requires candidates to interview with two interview panels. 3. Assign mentor teachers 4. Assign grade level chairs 5. Involve teachers in decision making process through Leadership teams.	Administrative Team	June 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8% (4)	Teachers are provided with the opportunity to enroll in classes that will satisfy their ESOL/Reading endorsement.

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
49	10.2%(5)	42.9%(21)	42.9%(21)	4.1%(2)	30.6%(15)	91.8%(45)	8.2%(4)	0.0%(0)	73.5%(36)

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
Anilec Blanco	Melissa Illance	Melissa Illance is a first year teacher. She has been assigned to teach Kindergarten for the 2012-2013 school year. Ms. Illance holds a Master's degree in Elementary Education with ESOL Endorsement. Ms. Blanco has completed her 3rd year as an Kindergarten teacher with great success.	Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.
Anilec Blanco	Jennifer Rodriguez	Jennifer Rodriguez is a first year teacher. She has been assigned to teach Kindergarten for the 2012-2013 school year. Ms.Rodriguez holds a Bachelor's degree in Elementary Education with ESOL Endorsement. Ms. Blanco has completed her 3rd year as an Kindergarten teacher with great success.	Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.
Ayleene Paez	Tamara Pou	Tamara Pou is a first year teacher. She has been assigned to teach second grade for the 2012-2013 school year. Ms.Pou holds a Bachelor's degree in Elementary Education with ESOL Endorsement. Ms. Paez has completed her 4th year as a second grade teacher and is Grade Level Chairperson.	Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Principal
Assistant Principal
Reading Coach
ESE Program Specialist
Counselor
4th Grade Teacher
3rd Grade Teacher
1st Grade Teacher

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

The MTSS RTI team's role at Doral Academy is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well being, and prevention of student failure through early intervention. The MTSS RTI Leadership team will meet monthly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the MTSS RTI Team examines the validity and effectiveness of the program delivery. During MTSS RTI meetings a problem solving method is implemented in order to indentify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, ongoing progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the MTSS RTI will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. Each member of the MTSS RTI team is responsible for meeting with their assigned grade level in order to guide and assist in the effective implementation of the interventions as determined by the MTSS RtI Team.

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 school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS RtI Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This on-going process involves the active participation of each MTSS RTI team member and other schools stakeholders.

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.

School data will be used to guide the MTSS RtI and instructional decision making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. The following Academic monitoring and management systems will be used throughout the year. Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for Kindergarten through 3rd grade and Level 1 and 2 students in 4th and 5th grades. Success Maker utilization and detailed Progress Reports, Voyager Bi-Weekly Progress Monitoring reports and data, along with Oral Fluency Measures, will drive decisions regarding student performance at each Tier. The Voyager data is managed and graphed on a data board by the Reading Coach with the assistance of the Voyager intervention specialists The data from the Kindergarten Diagnostic Entrance Exam is managed by the school administration and used to identify strengths and weaknesses among the incoming kindergarten population. FCAT data is provided by the state and widely used to steer instructional decisions school wide as it pertains to grades 3rd to 5th. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.
Mathematics: The Baseline Assessment data is managed through the PMRN. District Interim Assessment data is managed through Edusoft. The Success Maker and Reflex Math program data is managed through the program generated reports specific to each student. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.
Science: Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis. Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and graphed on the data board for analysis. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher.
Writing: The writing process and student growth are monitored by the classroom teacher on a weekly basis through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed. Monthly Writing Prompts are administered and the data collected is graphed on the data board. The FCAT writing data provided by the state for students in 4th grade is widely used to steer instructional decisions.
Behavior: Student behavior is managed at the classroom level through the teacher established behavior management

system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. The school counselor works closely with the classroom teacher in monitoring and modeling appropriate behavior. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

Describe the plan to train staff on MTSS.

The Doral Academy MTSS RtI Team will attend training sessions provided by the Miami-Dade County School District in attending to the needs of Tier 1, 2, and 3 students. The MTSS RtI team will evaluate the staff's professional development needs and work in conjunction with the administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, training on how to systematically monitor progress and graph data will be provided by the Reading Coach to assist teachers in prescribing the right intensity of intervention at the classroom level.

Describe the plan 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 Literacy Leadership Team is comprised of individuals with advanced degrees in the area of Reading and other Principal appointee.
Eleonora Cuesta (Principal)
Elizabeth Simon (Assistant Principal)
Jeanette Menendez (Reading Coach)
Lillian Rodriguez (4th grade teacher)
Anilec Pombo (Kindergarten teacher)
Maydelin Beceiro (Program Specialist)
Vivian Hernandez (1st grade teacher)

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

The LLT team's role at Doral Academy is to impact student achievement through the ongoing promotion of literacy related school activities. LLT meetings take place monthly in order to systematically analyze assessment data and allocate resources to improve student learning. Throughout the data analysis process, the LLT Team examines the strengths and weaknesses and creates a plan on how to remediate, enrich and provide interventions. During LLT meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Grade level team member provide input and make recommendations on the data available. The LLT reconvenes the following month in order to evaluate the results of the intervention and make adjustments as needed.

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

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum for Kinder -2nd grades, and RtI problem solving process. In addition, the LLC will promote Accelerated Reader incentives for meeting desired goals, Reading Plus motivational awards and recognition for completing a set number of sessions, S.T.A.R. and Reading Eggs. These programs provide data about individual student's reading levels on a systematic basis. Other initiatives are created to motivate students to read and promote literacy throughout the school are: Book Fair Week, Grandparent's Night, Family Reading Night Under the Stars, Dr. Seuss Celebration Week, Poetry Week, and Parent Literacy Workshops.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

*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?

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?

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 25% (105) students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to maintain the percent of students scoring a 3 at 25% (104).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (105)	25% (104)

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 that would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading Test was Category 3 Literary Analysis – Fiction/Non Fiction Students require additional real world authentic experiences with literature in order to acquire the necessary skills to demonstrate proficiency with descriptive and figurative language and elements of story structure.	Explicit instruction using quality literature both fiction and non-fiction as well as poetry to assist the students in identifying and explaining an author's use of idiomatic and figurative language. Teach students to understand character development, point of view and attitude by creating character analysis organizers. Promote additional usage of Reading Plus, and STAR for additional practice with Reading components.	MTSS RTI Leadership Team	Administrators will review the results of classroom assessments focusing on students' performance in Literary Analysis to ensure that progress is being made and to make adjustments in instructional practices as needed. District Interim Data Reports will be analyzed to determine instructional focus	Formative: Classroom assessments, Observations by administrators, Reports from Reading Plus, and STAR, Baseline Assessment, Interim Assessments, Summative: 2013 Reading FCAT 2.0

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

Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 57% (238) students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain the number of students scoring levels 4 and 5 proficiency at 57% (236).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (238)	57% (236)
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 that would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Category 4 - Informational Text/Research Process. The students must develop additional critical thinking skills needed to interpret, locate, and organize graphic information.	Incorporation of explicit teaching strategies and Higher Order Thinking activities in a variety of real world grade level texts such as: brochures, public domain documents, complex text how-to articles, fliers, and articles as those found in, Time for Kids that have students locating, interpreting and organizing information across and within texts. Promote additional usage of Reading Plus, and STAR for additional practice with Reading components.	MTSS RTI Leadership Team, Administrators	Administrators will review the results of classroom assessments focusing on students' performance in Information Text/Research Process to ensure that progress is being made and to make adjustments in instructional practices as needed. District Interim Data Reports will be analyzed to determine instructional focus	Formative: Classroom assessments, Observations by administrators, Reports from Reading Plus, and STAR, Baseline Assessment, Interim Assessments Summative: 2013 Reading FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 79% (216) students made learning gains. Our goal for the 2012- 2013 school year is to increase student making learning gains by 5 points, to 84% (230).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (216)	84% (230)

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 that would require students to improve performance as noted on the 2012 administration of the FCAT Reading Test was Category 3 Literary Analysis. These students need to develop additional interpretation skills to be successful readers. Students need additional time building fluency, vocabulary, and comprehension skills through a Reading Intervention Program that is delivered with fidelity.	Explicit instruction in poetry, poetry interpretation and analysis and quality literature. The students will have to interpret poetry and other literature, which requires building additional background knowledge. Continue to provide the in-house intervention program, Voyager five days a week for 30 minutes per day to focus on, fluency, comprehension and vocabulary along with story structure, character development, and descriptive and figurative language. Implement Success Maker computerized Reading Program three sessions per week for 30 minutes each session.	MTSS RTI Leadership Team, Administrators	Administrators will review the results of classroom assessments focusing on students' performance in Literary Analysis to ensure that progress is being made and to make adjustments in instructional practices as needed. District Interim Data Reports will be analyzed to determine instructional focus Review data from Voyager and Success Maker and make instructional modifications as needed. .	Formative: Classroom assessments, Observations by administrators, Reports from Voyager VPORT, Reports from Success Maker, Baseline Assessment, Interim Assessments Summative: 2013 Reading FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Problem-Solving Process to Increase Student Achievement	

No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 78% (41) students in the lowest 25% made learning gains. Our goal for the 2012- 2013 school year is to Increase the percent of the lowest 25th percentile of students making learning gains by 5 points to, 83% (44)
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (41)	83% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Reporting Category that would require students to improve is Reading Application. Students are in need of various types of additional remediation and intervention that focus on fluency, vocabulary and comprehension.	Utilize the evidence based software, Success Maker in Kindergarten through grade five to increase student reading fluency and comprehension. Continue to provide the in-house intervention program, Voyager five days a week for 30 minutes per day to focus on, fluency, comprehension and vocabulary Implement the research-based fluency program, Quick Reads in grades 2nd and 3rd to build students' fluency. Continuation of BUDS (Blooming Under Dedication and Support) Program. Each teacher is assigned a student in the lowest 25% percentile. The teacher mentors and monitors the student's progress both, emotional and academic,	MTSS RTI Leadership Team,, Administrators, School Counselor	Administrators will review the results of classroom assessments focusing on students' performance in vocabulary and comprehension to ensure that progress is being made and to make adjustments in instructional practices as needed. District Interim Data Reports will be analyzed to determine instructional focus. . Review of data reports from Success Maker and Voyager.	Formative: Classroom assessments, Observations by administrators, Reports from Voyager VPORT, Reports from Success Maker, Baseline Assessment, Interim Assessments, On-going fluency logs from Quick Reads Summative: 2013 Reading FCAT 2.0

		throughout the school year. An array of activities and strategies were designed by the faculty during the pre-planning week.			

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
	82%	83%	85%	87%	88%	

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:	
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gender Differences: Teaching Strategies for Boys and Girls	K-5	Bill McBride	School-wide	August 2012	Student Assessment Data	Administration
Best Practices	K-5	Jeanette Menendez (Reading Coach)	Kindergarten - 5th	October 2012	Classroom Observation	Administration/ Reading Coach
Success Maker Training	2nd - 5th	Pearson Representative	2nd to 5th grade teachers	October 2012	Student Usage and Monitoring Reports	Administration and Reading Coach
F.A.I.R	K-3rd	Jeanette Menendez (Reading Coach)	New Teachers	August 2012	Fair Assessment Data	Administration and Reading Coach
Voyager	K-5th	Jeanette Menendez (Reading Coach)	Voyager Interventionists	August 2012	Voyager Monthly Team Meetings	Reading Coach
Accelerated Reader	1st - 5th	Grade Level Chairs	New Teachers	August 2012	AR Reports	Administration
STAR	K-5th	Grade Level Chairs	New Teachers	August 2012	STAR Reports	Administration
Common Core	K-3	Jeanette Menendez (Reading Coach)	Kindergarten through 3rd	August 2012	Student Assessment Data	Administration
Reading Plus	3rd - 5th	Jeanette Menendez (Reading Coach)	New Teachers	September 2012	Reading Plus Reports	Administration and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker	Computer Software	Operating	$1,248.00
Reading Eggs	Computer Software	Operating	$487.00
			Subtotal: $1,735.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Gender Differences: Teaching Strategies for Boys and Girls	Provided by PD Facilitator	EESAC	$1,300.00
			Subtotal: $1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Motivating Students to complete Reading Plus and AR	Positive Promotions Incentives	EESAC	$255.75
			Subtotal: $255.75
			Grand Total: $3,290.75

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 56% (109) students achieved proficiency in the Listening and Speaking section. Our goal for the 2012-2013 school year is to increase the percentage of students who score proficient on the CELLA Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
56% (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	Students language acquisition is being impeded due to native language being only spoken at home.	Incorporate additional grade-level audio books in the listening center that include follow-up oral and written summarizing activities. Increase the opportunities for students to conduct oral reports in the classroom.	Administration, Reading Coach, ESOL Chairperson	Administrator observations during classroom activities, assessments, and presentations. Grade level meetings with administrators and ESOL Chairperson to monitor student performance	Formative: Classroom assessments, Interim Assessments Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Increase the number The results of the 2012 CELLA indicate that 42% (77) achieved proficiency the Reading section. Our goal for the 2012-2013 school year is to increase the percentage of students who score proficient on the CELLA Reading.
2012 Current Percent of Students Proficient in reading:	
42% (77)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not possess the necessary command of the English language and vocabulary to analyze the elements of story structure in literature selections such as: Fables, Tall Tales, Fairy Tales and figurative	Increase literature of this nature and include Graphic Organizers such as: Story Maps, Character Analysis Map, and summarizing techniques to increase student understanding.	Reaching Coach, Assistant Principal	Administrators ongoing monitoring of student progress in classroom assessments, District Interim assessment results. Review data of the District Interim Assessments to	Formative: Classroom assessments, Baseline Assessment, Interim Assessments, Summative: 2013

			determine areas that need improvement in Reading and adjust instructional practices as needed.	administration of the CELLA and 2013 FCAT 2.0 Reading

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 47% (93) achieved proficiency in the Writing section. Our goal for the 2012-2013 school year is to increase the percentage of students who score proficient on the CELLA Writing.

2012 Current Percent of Students Proficient in writing:
47% (93).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty creating meaningful sentences that include spelling, punctuation and proper grammatical structure.	Incorporate additional mini-lessons conducted at the Teacher Led Center which focus explicitly on proper grammatical structure Pair students up with non-ELL students to proof read their writing and provide additional assistance.	Administrators	Administrators attend Grade Level Planning Sessions to discuss student progress and make instructional changes as needed. Review data from monthly writing prompts to determine areas in writing that need improvement, and adjust instructional writing practices as needed.	Formative: District Writing Pre-Test, Mid Year Test, Monthly Writing Prompts Summative: 2103 administration of CELLA 2013 FCAT 2.0 Writing

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 2012 FCAT Mathematics Test indicate that 28% (116) students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 3 on the FCAT Reading 2 points to 30% (124).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (116)	30% (124)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that would require students to improve performance as noted on the 2012 administration of the FCAT Mathematics test was Big Idea 1: Number and Operations. The anticipated barrier in increasing performance in number and operations is students' ability to develop quick recall of basic facts and develop an understanding of the meanings of numbers.	School wide implementation of Reflex Math in order to develop the quick recall of basic Mathematics facts. Increase the utilization of manipulatives to introduce concepts thus providing students with the opportunities to extend their critical thinking skills beyond the basic recall of mathematics facts.	Administrators, MTSS RtI Team	Administrators will review the results of classroom assessments focusing on students' performance in Number Operations to ensure that progress is being made and to make adjustments in instructional practices as needed. Review and monitor progress as stated in the Reflex Math Individual Student reports.	Formative: Classroom assessments, Observation by administrators, Baseline Assessment, Interim Assessments, Reports from Reflex Math Summative 2013 FCAT 2.0 Mathematics

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics test indicate that 55% (226) students achieved proficiency Level 4 and 5. Our goal is to maintain student proficiency scoring 4 and 5 at 55% (228).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (226)	55% (228)

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 that showed a decrease and would require students to improve performance as noted on the 2012 administration of the FCAT Mathematics test was Big Idea 2: Number Fractions. The anticipated barrier in increasing performance in Number Fractions is due to their understanding of fractions and fraction equivalence, computation and estimation.	Provide grade-level appropriate opportunities for students to develop problem solving processes through working in cooperative groups. Develop a computer lab schedule to increase utilization of the computer lab times for students to further engage in the use of Gizmos.	Administrators, MTSS RtI Leadership Team	Administrators will review the results of classroom assessments focusing on students' performance in Number Fractions, to ensure that progress is being made and to make adjustments in instructional practices as needed. Review reports of Baseline Assessment, Interim Assessments and at grade level meetings to ensure students are on target and make adjustments to instruction in order to enrich further.	Formative: Classroom assessments, Observation by administrators, Baseline Assessment, Interim Assessments. Summative 2013 FCAT 2.0 Mathematics

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

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

Problem-Solving Process to Increase Student Achievement	

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT Mathematics Test 80% (219) students made learning gains. Our goal for the 2012- 2013 school year is to provide appropriate remediation, interventions and enrichment opportunities in order to increase the percentage points of students making learning gains by 5 points to 85% (233).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (219)	85% (233)

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 that would require students to improve performance as noted on the 2012 administration of the FCAT Mathematics test was Big Idea 1: Number and Operations. The anticipated barrier in increasing performance in number and operations is students' ability to develop quick recall of basic facts and develop an understanding of the meanings of numbers.	School wide implementation of Mathematics word walls, a math formula reference sheet and math journals in order for students communicate their thinking process of problem solving. Organize a Math Bowl as a means of engaging students in higher level, real world problem-solving situations and create interest in Mathematics. Utilize the evidence based software, Success Maker to provide intervention in Number and Operations three sessions per week for 30 minutes a session.	Administrators, MTSS RtI Leadership Team	Administrators will review the results of classroom assessments focusing on students' performance in Number Operations, to ensure that progress is being made and to make adjustments in instructional practices as needed. Review reports from Success Maker at grade level meetings to ensure students are on target and make adjustments to instruction in order to enrich further Math bowl participation. Discuss additional student needs at grade level meetings based on District Interim Assessment data reports and student performance.	Formative: Classroom assessments, Observation by administrators, Baseline Assessment, Interim Assessments, Reports from Success Maker Summative 2013 FCAT 2.0 Mathematics

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Mathematics Test, 71% (33) of our lowest 25th percentile students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the number of students in the lowest 25th percentile making learning gains by 5 points to 76% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (33)	76% (36)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of various types of remediation and intervention in order to improve their understanding of number operations and problem solving.	Provide morning math tutoring from 7:30 to 8:30 a.m. two times per week for the students ranking within the lowest 25th percentile that focuses on strategies to develop student understanding of mathematical concepts, recall of mathematics facts, and use of manipulatives. Utilize the evidence based software, Success Maker to provide intervention in Number and Operations three sessions per week for 30 minutes a session. Develop a school-wide grade level appropriate Literature in Math resource guide to provide the necessary background information and meaning of mathematics concepts in order for students to make the connections needed.	Administrators, MTSS RtI Team	Administrators will review the results of classroom assessments focusing on students' performance in Number Operations and Problem Solving, to ensure that progress is being made and to make adjustments in instructional practices as needed. Review reports from Success Maker at grade level meetings to ensure students are on target and make adjustments to instruction in order to enrich further Monitor student participation and performance in the morning math tutoring program and make adjustments as needed in the morning tutoring program.	Formative: Classroom assessments, Observation by administrators, Baseline Assessment, Interim Assessments, Reports from Success Maker Summative 2013 FCAT 2.0 Mathematics

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	Elementary School Mathematics Goal # Our goal is from 2011 to 2017 is to reduce the percent of non-proficient students by 50%.

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84%	86%	87%	89%	90%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 81% (289) of Hispanic students are not making satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of Hispanics students by 5 points to 86% (307).
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (289)	86% (307)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup need additional support in the area of Number Operations and Problem Solving.	Provide lessons that focus on Mathematical exploration and development of student understanding of number operations through the use of manipulatives and engaging opportunities for practice. Provide opportunities for students to work in cooperative groups to solve word problems by showing their thinking in their Math Journals	Administration, MTSS RtI Team	Administrators will review the results of classroom assessments focusing on students' performance in Number Operations and Problem Solving, to ensure that progress is being made and to make adjustments in instructional practices as needed. Administrators will review student Math journals on a weekly basis to ensure understanding of Math concepts.	Formative: Classroom assessments, Observation by administrators, Baseline Assessment, Interim Assessments, Summative 2013 FCAT 2.0 Mathematics

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 82% (142) students are not making satisfactory progress in Mathematics.. Our goal for the 2012-2013 school year is to increase the number of students making satisfactory progress in Mathematics by 3 points to 85% (147).
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (142)	85% (147)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of various types of remediation and intervention in order to improve their understanding of number operations and multi-step problem solving.	School wide implementation of Reflex Math in order to develop the quick recall of basic Mathematics facts. Provide Differentiated Instruction within the classroom setting that focuses on the strategies to use to solve multi-step word problems.	Administration, MTSS Leadership Team	Administrators will review the results of classroom assessments focusing on students' performance in Number Operations and Problem Solving, to ensure that progress is being made and to make adjustments in instructional practices as needed. Review and monitor student progress on data reports from Reflex Math on a bi-weekly basis	Formative: Classroom assessments, Observation by administrators, Baseline Assessment, Interim Assessments, Reflex Math reports Summative 2013 FCAT 2.0 Mathematics

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
Reflex Math	K-5th	Grade Level Chairs	K-5th grade Teachers	September 2012	Reflex Math Reports	Administrators
Gizmos	3rd - 5th	Grade Level Chairs	3rd - 5th Grade Teachers	September 2012	Classroom Assessments	Administrators
Success Maker	3rd - 5th	Success Maker Facilitator	3rd - 5th grade teachers	October 2012	Success Maker Reports	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reflex Math	Computer Software	Operating	$2,545.75
Success Maker	Computer Software	Operating	$1,248.00
			Subtotal: $3,793.75
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: $3,793.75

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:	Results of the 2012 FCAT Science Test indicate that 46% (60) students achieved a proficiency level of 3. Our goal for the 2012-2013 school year is to increase the number of students scoring at an achievement level of 3 by 1 point to 47% (62).
2012 Current Level of Performance:	2013 Expected Level of Performance:

46% (60)		47% (62)

| | Problem-Solving Process to Increase Student Achievement | | | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest performance area as noted on the 2012 administration of the FCAT Science test was Reporting Category 3 –Physical and Chemical Science. The anticipated barrier in increasing performance in is that students lack the necessary knowledge and the ability to apply their thinking using the scientific process.	Ensure that instruction includes teacher-demonstrated as well as student-centered science laboratory activities including virtual labs weekly that apply, analyze, and explain concepts related to matter, energy, force, and motion. Provide additional opportunities for real-world Science investigations and research through in-house field trips and exploratory outdoor activities that assist students in understanding abstract Science concepts	Administrators, MTSS Leadership Team	Administrators will use available Reports to review student performance data on bi-weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports	Formative: Classroom assessments, Teacher observation, baseline assessment, Interim Assessments, Science Lab Reports Summative: 2013 FCAT Science 2.0.

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

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

| | Problem-Solving Process to Increase Student Achievement | | | | |

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Results of the 2012 FCAT Science Test indicate that 31% (41) students scored above achievement levels 4 and 5. Our goal for the 2012-2013 school year is to increase the number of students scoring at achievement levels 4 and 5 by 1 point to 32% (42).

2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (41)	32% (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 lowest performance area as noted on the 2012 administration of FCAT Science test was Reporting Category 1 – Physical and Chemical Sciences.	Provide extensive hands-on opportunities for scientific experimentation, discussion, and scientific writing in Science journals that are guided by Higher Order Thinking questions which promote the utilization of the inquiry method and research through weekly Science Labs focusing on Physical and Chemical experimentation. Implement the use of technology-based learning tools such as: "Brainpop," "The Happy Scientist."	Administrators, MTSS RTI Leadership Team	Administrators will use available Reports to review student performance data on bi-weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Review and monitoring of classroom assessments/observations of student Science Lab Reports.	Formative: Classroom assessments, Teacher observation, baseline assessment, Interim Assessments, Science Lab Reports Summative: 2013 FCAT Science 2.0.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Labs	K-5th	To Be Determined	Kinder – 5th grade teachers	November 2012	Science Lab Reports	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Safari Montage	Web-Based Videos	EESAC	$2,090.00
The Happy Scientist	Web-Based Videos	EESAC	$20.00
			Subtotal: $2,110.00
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: $2,110.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Results of the 2012 FCAT Writing Test indicate that 87% (131) students achieved proficiency. Our goal for the 2012-2013 school year is increase the number of students achieving proficiency in Writing by 2 points to 89% (133)
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (131)	89% (133)
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed a need for improvement as evidenced in the 2012 Administration of the FCAT Writing is adding support in Narrative Writing.	Conduct mini-lessons on adding supporting details, applying internal transitions in a narrative story, replacing active verbs for common ones and including vivid descriptions. Incorporate the Daily Language Review and grammar mini-lessons.

Conduct monthly writing prompts and follow up with teacher conferences with students to provide them with the adequate feedback for improvement. Provide opportunities for responding to other peer writers through P.A.T.s (Peer Author Talks)

Continue to utilize quality literature within instruction to model the style of writing and voice used by various authors. | Administration, RTI Leadership Team Reading Coach | Administrators will monitor monthly writing prompts administered and scored by holistically by teachers using the State Rubric in order to determine areas of weakness and adjust instruction as needed. | Formative: Classroom assessments, Writing pre-test and post test, Mid-Year District Writing test, Writing Folders

Summative: 2013 FCAT Writing 2.0. |

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring Rubrics	4th Grade	FDOE	4th Grade Teachers	October 2012	Student Monthly Writing Prompt Scores	Administration
New Writing Benchmarks	K-5th	Jeanette Menendez (Reading Coach) and Melissa Cardenas	K-5th Grade Teachers	September 2012	Monitoring of Writing folders and classroom Walk-Throughs and observations.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mechanically Inclined by Jeff Anderson	Comprising an overview of the research-based context for grammar instruction, a series of over thirty detailed lessons, and an appendix of helpful forms and instructional tools.	EESAC	$64.80
Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher	A compilation of 95 Craft Lessons for teachers. Helps students breathe voice into lifeless nonfiction writing, make it clearer, more authoritative, and more organized.	EESAC	$63.00
			Subtotal: $127.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $127.80

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:	Attendance data indicates that 97% (775) is the daily attendance rate for the2011-2012 school year. Our goal is to maintain the daily attendance rate at 97.09% (775).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

97.09% (775)	97.09% (775).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
127	121
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
87	83

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absences. Data indicates that 127 students have excessive absences due to frequent illness. Excessive tardies is due to the distance that parents/students live from the school.	Schedule parents of students with excessive absences and tardies to meet with the Attendance Review Team (ART) once every 9 week period. Recognition of classes with 100% weekly attendance on morning announcements and monthly recognition "Awesome Attendance Award". Provide motivational incentives for students who arrive on time per 9 week period. Provide parents with information regarding the Florida Kid Care Healthcare Program and a one page guide on resources for keeping kids healthy and active.	Administrative team	Administrators will monitor daily attendance reports for frequent absences and tardies. Administration will ensure that health prevention strategies are implemented throughout the school.	Attendance Reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Awards/Motivational Incentives	Certificates and Rewards for Attendance Recognition	EESAC	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

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:	Suspension data indicates that 5 students were suspended during the 2012-2013 school year. Our goal is to decrease the number of Outdoor Suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	5

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not adequately understand the conduct expected of them as noted in the Code of Student Conduct	Teachers will begin the school year by reviewing the Code of Student conduct with students to ensure that they understand the expectations and consequences. Implement the "Caught You Being Good Program" incentive strategy program for student behavior in all common areas as a mean to promote positive behavior. Students will be rewarded with a token if they are caught exhibiting proper behavior. Monthly recognition of students will be showcased on the cafeteria bulletin board and on the morning announcements.	Assistant Principal, School Counselor	Administrators ongoing monitoring of student suspension records and the code of student conduct discipline record (located in the main office.)	Student suspension records and the code of student conduct discipline record (located in the main office.) SCAM reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct	K-5th	Maria Jimenez	K-5th Grade Teachers	August 2012	Classroom visitations	School Counselor
Bullying Curriculum	3rd - 5th	Maria Jimenez	3rd-5th Grade Teachers	October 2012-June 2013	Classroom visitations	School Counselor
Peer Mediation	3rd - 5th	Maria Jimenez	3rd -5th Grade Teachers	October 2012	Classroom visitations	School Counselor
Catch You Being Good	K-5th	Maria Jimenez	K-5th Grade Teachers	September 2012	Classroom visitations	School Counselor

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Catch You Being Good Rewards and Incentives	Bracelets,Coins, notebooks	EESAC	$509.50
			Subtotal: $509.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $509.50

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, parental participation in school wide activities was Our goal for the 2012-2013 school year is to maintain parental participation.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85% (740)	85% (795)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents' diverse work schedules during the week make it difficult for them to participate in activities offered during school hours.	Continue to offer a variety of night time activities and events to allow for additional opportunities for parents to attend. Grandparents' Night, Book Fair night events, Art Gallery Night, EESAC meetings, Parents In Action (PIA) meetings, Family Reading Night Under the Stars. Provide parents with a one page reference sheet titled, "Get Involved at Doral Academy "which	Media Specialist and Reading Coach	Monitoring of attendance rosters for each event. Enrollment in the Parents in Action (PIA) group.	Attendance rosters and Volunteer Hour Log

		provides a description of all the activities and functions occurring at the school throughout the year allowing parents to adequately plan to volunteer or attend.				

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
Community Portal Navigation	K-5th grade	Homeroom teachers	Parents	August 19th and 20th	Reports from the community portal	Administration
FCAT/SAT Parent Nights	K–2nd 3rd – 5th	Parent Night Committee	Parents	November 14th, 2012	Parent Attendance Reports	Reading Coach
Cyber Bullying	K-5th	State Attorney	Parents	November 2012	Classroom Discussions with Students	Counselor
"Empowered Parenting: Effective Tools for Success"	K–5th	Jeanette Menendez	Parents	September 19th, 2012	Parent Survey	Reading Coach

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:	Increase opportunities for teachers to attend Project Based Learning Instructional Professional Development

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	Teachers are not trained in Project Based Learning instructional frameworks.	Provide opportunities for teachers to enroll and participate in Project Based Learning Professional Development. Implement the Science Fusion Curriculum which provides digital lessons and virtual labs. Increase the use of technology in inquiry based and hands on Science lessons and labs.	Administration, Grade Level Chairperson.	Administrators monitor the curriculum development opportunities of teachers. Provide flexible scheduling opportunities for grade level teams to meet in order to plan Project Based Instructional lessons.	Formative: Science, Math Baseline Assessment and District Interim Assessments, classroom assessments Summative: 2013 Mathematics and Science FCAT 2.0.

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
Project Based Instructional Curriculum	K-5th	District Personnel	Kinder – 5th grade teachers	Flexible Scheduling once a month on Wednesday afternoons. District Professional Development	Teacher Professional Development Completion Certificates	Administration

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Mechanically Inclined by Jeff Anderson	Comprising an overview of the research-based context for grammar instruction, a series of over thirty detailed lessons, and an appendix of helpful forms and instructional tools.	EESAC	$64.80
Writing	Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher	A compilation of 95 Craft Lessons for teachers. Helps students breathe voice into lifeless nonfiction writing, make it clearer, more authoritative, and more organized.	EESAC	$63.00
				Subtotal: $127.80

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success Maker	Computer Software	Operating	$1,248.00
Reading	Reading Eggs	Computer Software	Operating	$487.00
Mathematics	Reflex Math	Computer Software	Operating	$2,545.75
Mathematics	Success Maker	Computer Software	Operating	$1,248.00
Science	Safari Montage	Web-Based Videos	EESAC	$2,090.00
Science	The Happy Scientist	Web-Based Videos	EESAC	$20.00
				Subtotal: $7,638.75

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Gender Differences: Teaching Strategies for Boys and Girls	Provided by PD Facilitator	EESAC	$1,300.00
Suspension	Catch You Being Good Rewards and Incentives	Bracelets,Coins, notebooks	EESAC	$509.50
				Subtotal: $1,809.50

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Motivating Students to complete Reading Plus and AR	Positive Promotions Incentives	EESAC	$255.75
Attendance	Attendance Awards/Motivational Incentives	Certificates and Rewards for Attendance Recognition	EESAC	$300.00
				Subtotal: $555.75
				Grand Total: $10,131.80

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʄ◌ Priority	ʄ◌ Focus	ʄ◌ Prevent	ʄ◌ NA

Are you a reward school: ʄ◌ Yes ʄ◌ No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds will be used to fund school incentives and rewards for the Reading Plus Program, Attendance Incentives and Catch You Being Good Program and to support educational needs throughout the school year.	$4,685.00

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

The School Advisory Council will meet four times a year to discuss school-wide activities, use of EESAC funds, assessment data, response to intervention, and the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District DORAL ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	97%	94%	84%	369	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	76%	76%			152	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?	69% (YES)	81% (YES)			150	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					671	
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 DORAL ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	93%	93%	67%	342	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	79%	67%			146	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?	71% (YES)	67% (YES)			138	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					626	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested