

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PINE LAKE ELEMENTARY SCHOOL

District Name: Dade

Principal: Carolyn L. McCalla

SAC Chair: Gail Brown

Superintendent: Alberto Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/16/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carolyn L. McCalla	Degrees: Master of Science in Administration/ Supervision in Elementary Education Master of Science in Elementary Education Bachelor of Science in Elementary Education/Early Childhood Education ESOL Endorsement	2	28	12 11 10 09 08 School Grades C A A C A High Standards – Rdg 40 65 65 33 83 High Standards - Math 38 71 68 49 87 Lrng Gains-Rdg 77 67 72 49 67 Lrng Gains-Math 74 68 71 59 60 Gains-R-25 80 61 67 57 67 Gains-M-25 63 77 75 67 70
		Degrees: Bachelor of Arts in Elementary Education; Master's of			12 11 10 09 08 School Grades C A A A A High Standards – Rdg 29 83 93 88 88

Assis Principal	Patricia D. Fairclough	Science in Reading K-12; Educational Specialist in Educational Leadership (All Levels)	1	1	High Standards - Math 44 85 86 88 86 Lrng Gains-Rdg 75 61 75 74 77 Lrng Gains-Math 61 53 67 62 73 Gains-R-25 82 57 72 67 74 Gains-M-25 77 57 66 67 60
-----------------	------------------------	--	---	---	---

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	Redina Jones-Hall	Bachelor of Science: Elementary Education; Varying Exceptionalities Master of Science: Elementary Education ESOL Endorsement Reading Endorsement	1	6	12 11 10 09 08 School Grades C A A C A High Standards – Rdg 40 65 65 33 83 High Standards - Math 38 71 68 49 87 Lrng Gains-Rdg 77 67 72 49 67 Lrng Gains-Math 74 68 71 59 60 Gains-R-25 80 61 67 57 67 Gains-M-25 63 77 75 67 70

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Partnership with Miami Dade College, Barry University and Florida International University School of Education/Field Experience and Internship Programs.	Assistant Principal	Ongoing	
2	2. Mentoring of After School Care Counselors who are pursuing careers in education	Assistant Principal	Ongoing	
3	3. Implement a "Teacher of the Month" recognition program.	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 out of field. Currently taking courses to obtain compliance.	0 Strategies n/a

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
33	6.1%(2)	12.1%(4)	42.4%(14)	39.4%(13)	45.5%(15)	100.0%(33)	6.1%(2)	0.0%(0)	72.7%(24)

Teacher Mentoring Program/Plan

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

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through push-in and pull-out tutoring as well as before and after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Leadership Team develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services (SES) and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

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

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

Title III

Miami-Dade County Public Schools (MDCPS) receives Title III funds from the federal government that are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials hardware and software for the development of language and literacy

skills in reading, mathematics and science, purchased to be used by ELL and immigrant students

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Services are provided through the District for our school upon identification of a homeless student under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Pine Lake Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FERP) allocation

Violence Prevention Programs

N/A

Nutrition Programs

Nutrition Programs

- 1) Pine Lake 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, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) USDA Fresh Fruits and Vegetables Program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and /or social and human services at the school.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams to all failed vision screenings if the parent/guardian cannot afford the exams and or the lenses.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts! is a 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.

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 MTSS Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Assists principal in ensuring the school-based team implements MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Grade Level Liaisons- Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach, Mathematics and Science Liaisons:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

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

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

The following steps will be considered by the school's 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 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. The team meets once a month to engage in the following activities:

- 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. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and 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.

Data will be used to guide instructional decisions and system procedures for all students that will *adjust the delivery of curriculum and instruction to meet the specific needs of students,

*adjust the delivery of behavior management system, adjust the allocation of school-based resources,

*drive decisions regarding targeted professional development,

*create student growth trajectories in order to identify and develop interventions

Data to be examined will include academic data from many sources including FAIR assessments

Interim assessments,

FCAT

Student grades

School site specific assessments.

Behavioral data management will include

Student Case Management System

Suspensions/expulsions,

Referrals by student behavior

Attendance and tardies

Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Teachers will be trained in the MTSS/RtI problem solving and data analysis process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) at Pine Lake Elementary School is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of creating capacity of reading knowledge within the school building and focusing on areas of literacy concern across the school.

1. The LLT is vital, therefore, in building the team, we have included administrators who will ensure commitment and allocate resources: Carolyn L. McCalla, principal, Patricia D. Fairclough, assistant principal; and teachers who share the common goal of improving instruction for all students, including, but not limited to Redina Hall-Jones, reading coach, Lin Nelms, media specialist, Dr. Gail Brown, 5th grade teacher, Janein Nodal, 4th grade teacher, Lillie Colley, 3rd grade teacher, Mariela

Vazquez, 2nd grade teacher, Maria Moreno, 1st grade teacher, Valerie Mills-Stuart, kindergarten teacher, and Michelle Arias, SWD teacher.

2. The school's LLT will include additional personnel as resources to the team, based on specific problems or concerns as necessary.

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

The LLT should meet a minimum of once a month (more often as needed) through the school year. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with the principal regarding the meetings. The principal will provide necessary resources to the LLT. All members of the LLT will communicate information from each meeting to their grade group. LLT information will also be shared through faculty meetings and other meetings, as appropriate, to refine and target instruction.

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

Major initiatives of the LLT will identify and analyze existing literature on scientific academic and behavioral programs. The LLT will also analyze data and make instructional and programmatic decisions in order to motivate and promote a spirit of collaboration within the LLT in order to create a school-wide focus on literacy and reading achievement by conferencing with teachers and administrators and providing professional development.

The principal will work to create a school-wide collaborative environment that fosters sharing and learning across grade levels and academic areas, and will develop a school-wide organizational model that supports literacy instruction in all classes. Encouragement will be given to the use of data and collaboration to improve teaching and student achievement. The principal will ensure that time is provided for teachers to meet weekly for professional development opportunities that may include, but are not limited to, grade group meetings, additional training, visiting model classrooms, and one on one coaching sessions.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/11/2012)

*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.

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Pine Lake School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. PreK and Kindergarten teachers take part in vertical articulation.

The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten.

Additionally, families of newly registered Kindergarten students will receive information via the school's website and a Title I sponsored parent informational meeting as to what the learning goals and objectives are for incoming Kindergarten students. Parents are given the opportunity to arrange a school tour by visiting the school's website.

Finally, at the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Kindergarten Orientation takes place towards the end of the school year. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

*Grades 6-12 Only

[Sec. 1003.413\(b\) F.S.](#)

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 23% (47) of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 6 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (47)	29% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4—Informational Text and Research Process. The barrier was that the students were not provided a variety of instructional strategies and activities to interpret and organize graphical information.	1a.1. Provide a variety of instructional strategies and activities that include: Grade 3- using real-world documents such as how-to articles, brochures, fliers, and websites, use text features to locate, interpret and organize information. Grade 4- using real-world documents such as how-to articles, brochures, fliers, and websites, use text features to locate, interpret and organize information. Grade 5-use 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. Help students recognize the characteristics of reliable and valid information. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Implement teacher/student data	Literacy Leadership Team	Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs Observation of Lesson Study Process. Provide time during weekly department/grade level meetings to analyze data, share best practices and reflect on additional needs.	Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker, and Accelerated Reader/STAR Reading. Summative: Results from FCAT 2.0 Reading Assessment 2013

		<p>chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.</p> <p>Utilize the Lesson Study model to assist teachers in creating content-rich, rigorous lessons.</p>			
2	<p>1a.2. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3—Literary Analysis: Fiction and Non-Fiction.</p> <p>The barrier was that the students lacked opportunities for a variety of instructional strategies and activities that included identifying methods of development and words that signal relationships. Students were also unable to identify theme, character point of view, and plot development.</p>	<p>1a.2. Provide a variety of instructional strategies and activities that include Grade 3-teach students to identify and interpret elements of story structure within a text. Students need to understand character development, character point of view by asking "What does he think ..." Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Grade 4-teach students to identify and interpret elements of story structure within and across texts. Help students understand character point of view by asking "What does he think... and what did he say to let me know?" Grade 5-use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. . Students need to understand character development, character point of view by asking "What does he think ..." Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification</p>	Literacy Leadership Team	<p>Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs and Observation of Lesson Study Process.</p> <p>Provide time during weekly department/grade level meetings to analyze data, share best practices and reflect on additional needs.</p>	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker, and Accelerated Reader/STAR Reading.</p> <p>Summative: Results from FCAT 2.0 Reading Assessment 2013</p>
	<p>An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4—Informational Text and Research Process.</p> <p>The barrier was that the</p>	<p>Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question/answer</p>	Literacy Leadership Team	<p>Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs Observation of Lesson</p>	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker,</p>

3	students were not provided a variety of instructional strategies and activities to explore shades of meaning, using reciprocal teaching and question/answer relationships.	relationships, questioning the author, and summarizing. Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level. Utilize the Lesson Study model to assist teachers in creating content-rich, rigorous lessons		Study Process. Provide time during weekly department/grade level meetings to analyze data, share best practices and reflect on additional needs.	Ticket to Read, and Accelerated Reader/STAR Reading. Summative: Results from FCAT 2.0 Reading Assessment
4	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3— Literary Analysis: Fiction and Non-Fiction. The barrier was that the students lacked opportunities for a variety of instructional strategies and activities that included identifying methods of development and words that signal relationships. Students were also unable to identify theme, character, and plot development.	Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. Provide tools to identify theme, character and plot development, setting, character point of view, descriptive or figurative language and text features.	Literacy Leadership Team	Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs Observation of Lesson Study Process. Provide time during weekly department/grade level meetings to analyze data, share best practices and reflect on additional needs.	Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker, Ticket to Read, and Accelerated Reader/STAR Reading. Summative: Results from FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	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
1	N/A	N/A	N/A	N/A	N/A

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.	The results of the 2012 FCAT 2.0 Reading assessment indicate that 16% (32) of students achieved at or above (Levels 4 and 5).
--	---

Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving at (Levels 4 and 5) by 2 percentage points to 18% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (32)	18% (37)

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 that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4— Informational Text and Research Process</p> <p>The barrier was that the students were not provided a variety of opportunities for project-based learning. Students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p>	<p>Provide a variety of instructional strategies and activities that include: Grade 3- using real-world documents such as how-to articles, brochures, fliers, and websites, use text features to locate, interpret and organize information. Grade 4- using real-world documents such as how-to articles, brochures, fliers, and websites, use text features to locate, interpret and organize information. Grade 5-use 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. Help students recognize the characteristics of reliable and valid information.</p> <p>Use project-based learning in order to move students from guided learning to more independent learning. Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.</p>	Literacy Leadership Team	Review formative monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs. Review student work folders for enrichment activities and project-based learning.	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Accelerated Reader/STAR Reading, and student work folders.</p> <p>Summative: Results from FCAT 2.0 Reading Assessment 2013</p>
2	Historically, the students who achieve at levels 4 and 5 are in grades 3 and 4. In order to improve or maintain proficiency across grade levels, students who show substantial levels of proficiency must be provided with challenging	Use project-based learning in order to move students from guided learning to more independent learning. Real-world documents (such as nonfiction articles, brochures, fliers, and websites) should be analyzed for reliable and	Literacy Leadership Team	Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to use to	<p>Formative: Student authentic work and monthly assessments.</p> <p>Summative: 2011 FCAT</p>

materials and tasks to enrich learning. Limited project -based learning activities within the framework of the regular curriculum.	valid information, identification of relationships between two or more ideas, and drawing of conclusions in order to use the information gathered from various sources,.		assess student learning.
---	--	--	--------------------------

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
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 77% (94) of students made Learning Gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 82% (100).
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (94)	82% (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
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 3, Literary Analysis/Fiction and Nonfiction. Explain and identify the purpose of text features.	Students will be provided with grade level texts to teach students to identify and interpret elements of story structure within and across texts. Help students to understand character development and point of view. Use poetry to practice identifying descriptive language. Note how	LLT/Rtl Leadership Team Assistant Principal Reading Coach	Ongoing classroom assessments and observation logs, focusing on students' ability to identify text features on grade level text and how the author's perspective influences text. Review students' work folders to ensure mastery of Text Features through	Formative: Weekly Assessments FAIR Data Interim Assessments Unit Assessments Benchmark Assessments Summative: Results from FCAT 2.0 Reading

1		<p>authors use figurative language such as similes, metaphors, and personification.</p> <p>Use FCAT Task cards and State's Item Specifications to provide students with opportunity to acquire skills in Category 3, Text Features.</p> <p>Increase the amount of time for independent practice in the Computer Lab accessing SuccessMaker</p>		<p>weekly assessments and usage of FCAT Task Cards.</p> <p>Review lesson plans to ensure text features are included in weekly instruction.</p> <p>Walk-throughs will be conducted by administration to ensure students are being provided with instruction in text features.</p>	Assessment 2013
2	<p>The area that showed minimal growth and would require students to maintain or improve as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3—Literary Analysis/Fiction/Non-Fiction .</p> <p>The barrier was that the students lacked opportunities for a variety of instructional strategies and activities that included identifying methods of development and words that signal relationships. Students were also unable to identify theme, character, and plot development.</p>	<p>Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points. Use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development and character point of view by asking, "What does he think..., what is his attitude toward, and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as personification, similes, and metaphors. Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.</p>	Literacy Leadership Team	<p>Review formative monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs.</p>	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Ticket to Read, SuccessMaker, and Accelerated Reader/STAR Reading.</p> <p>Summative: Results from FCAT 2.0 Reading Assessment</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 80% (24) of students in the Lowest 25 % made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students in lowest 25% making learning gains by 5 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (24)	85% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains has decreased. The data shows that the students were deficient in Category 1, Vocabulary. Identify and understand advanced prefixes and suffixes. The decrease shows that students will continue to receive remediation and intervention.	Provide more instruction on meaning of words, prefixes, suffixes, root words, antonyms and synonyms. Teachers should provide students with practice in recognizing word relationships, meanings of words, phrases, with emphasis of prefixes and suffixes. Utilizing data to identify students and place them in the appropriate interventions for the 2012-2013 school year and monitor student progress on a monthly basis. Intervention will be matched to individual student needs, be evidenced-based, and provided in addition to core subject. Increase the amount time of independent practice in the classroom accessing SuccessMaker.	LLT/Rtl Leadership Team Assistant Principal Reading Coach	Review bi-weekly test data to ensure progress is being made and adjust intervention as needed. Attendance logs will be kept to ensure students are participating in the provided tutorial sessions. Review students' work folders to ensure mastery of vocabulary skills through weekly assessments. Review SuccessMaker reports generated to ensure students are making progress and adjust level of instruction as needed	Formative: FAIR Assessments Weekly Assessments Revisit Assessments Unit Assessments Benchmark Assessments Summative: Results from FCAT 2.0 Reading Assessment 2013
	The area that showed minimal growth and would require students to	Provide a variety of instructional strategies and activities that	Literacy Leadership Team	Review formative monthly and interim assessment data reports to ensure	Formative: FAIR, monthly and interim assessment

2	<p>maintain or improve as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3—Literary Analysis/Fiction/Non-Fiction</p> <p>The barrier was that the students lacked opportunities for a variety of instructional strategies and activities that included identifying methods of development and words that signal relationships. Students were also unable to identify theme, character, and plot development.</p>	<p>include identifying methods of development and words that signal relationships, reducing textual information to key points Use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development and character point of view by asking, "What does he think..., what is his attitude toward, and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as personification, similes, and metaphors. Maximize the usage of differentiated instruction.</p> <p>Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.</p>	<p>progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs.</p>	<p>results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Ticket to Read, SuccessMaker, and Accelerated Reader/STAR Reading.</p> <p>Summative: Results from FCAT 2.0 Reading Assessment</p>
---	---	---	---	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Following a data analysis of the AMO SIP Targets, our goal is to increase the proportion of students scoring at levels 3 and above thereby reducing the proportion of students scoring at levels 1 and 2 by 50% over six years using the					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:	<p>The results of the 2011 FCAT Reading Test indicate that 35% (42) in the Black Subgroup and 49% (38) in the Hispanic Subgroup made Adequate Yearly Progress.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making Adequate Yearly Progress in the Black Subgroup by 9 percentage points to 43% (51) and the Hispanic Subgroup by 6 percentage points to 55% (42).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 35%(42) Hispanic: 49%(38)	Black: 43%(51) Hispanic: 55%(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	<p>The data shows that the students were deficient in Category 2, Reading Application. Identify themes or topics across a variety of fiction and nonfiction texts.</p> <p>Appropriate and timely usage of technology has shown progress, however, students in these subgroups were not utilizing the SuccessMaker program on a daily basis as a form on remediation and intervention</p>	<p>Students will be provided with on grade-level text to be able to indentify themes and topics within and across texts. Students will be provided with strategies to make inferences and draw conclusions within and across texts.</p> <p>Utilizing data indentify students and place them in the appropriate interventions for the 2012-2013 school year and monitor student progress on a monthly basis.</p> <p>Ensure usage of computer time is increased and monitored by classroom teachers. Update computer lab schedules in order to optimize usage of computers to increase the implementation of SuccessMaker.</p> <p>Continue to implement after school tutorial two times per week. Plan targeted intervention for students not responding to core plus supplemental instruction. Intervention will be matched to individual student needs, be evidenced-based, and be provided in addition to core subject.</p>	<p>LLT/Rtl Leadership Team Assistant Principal Reading Coach</p>	<p>MTSS/Rtl Leadership team will meet monthly to monitor student progress and the effectiveness of the delivery of program using the data from the prescribed intervention assessments. Review bi-weekly test data to ensure progress is being made and adjust intervention as needed. Review SuccessMaker reports generated to ensure students are making progress and adjust level of instruction as needed Attendance logs will be kept to ensure students are participating in the provided tutorial sessions</p>	<p>Formative: FAIR Assessments Weekly Assessments Unit Assessments Benchmark Assessments</p> <p>Summative : 2013 FCAT 2.0 Reading Assessment</p>
2	<p>An area that showed minimal growth or deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3—Literary Analysis/Fiction/Non-Fiction .</p> <p>The barrier was that the students lacked opportunities for a variety of instructional strategies and activities that included identifying methods of development and words that signal relationships. Students were also unable to identify theme, character, and plot development. Differentiated instruction during the reading/writing</p>	<p>Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points. Use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development and character point of view by asking, "What does he think..., what is his attitude toward, and what did he say to let me know?" Use poetry to practice identifying descriptive language that</p>	<p>Literacy Leadership Team</p>	<p>Review formative monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs.</p>	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Ticket to Read, SuccessMaker, and Accelerated Reader/STAR Reading. Summative: Results from FCAT 2.0 Reading Assessment</p>

block was lacking	defines moods and provides imagery. Note how authors use figurative language such as personification, similes, and metaphors. Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.		
-------------------	--	--	--

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011 FCAT Reading Test indicate that 51% (21) in the ELL Subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains by 5 percentage points to 56% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (21)	56% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, students in the ELL subgroup did not make AYP. The data shows that the students were deficient in the Category 2, Reading Application. Identify themes or topics across a variety of fiction and nonfiction texts. Appropriate and timely usage of technology has shown progress, however, students in this subgroup were not utilizing the SuccessMaker program on a daily basis as a form on remediation and intervention	Students will be provided with on grade-level text to be able to identify themes and topics within and across texts. Students will be provided with strategies to make inferences and draw conclusions within and across texts. Utilizing data, identify students and place them in the appropriate interventions for the 2012-2013 school year and monitor student progress on a monthly basis. Ensure usage of computer time is increased and monitored by classroom teachers. Update computer lab schedules in order to optimize usage of computers to increase the implementation of SuccessMaker. Continue to implement after school tutorial two	LLT/RtI/MTSS Leadership Team Assistant Principal Reading Coach	MTSS/RtI Leadership team will meet monthly to monitor student progress and the effectiveness of the delivery of program using the data from the prescribed intervention assessments. Review bi-weekly test data to ensure progress is being made and adjust intervention as needed. Review SuccessMaker reports generated to ensure students are making progress and adjust level of instruction as needed Attendance logs will be kept to ensure students are participating in the provided tutorial sessions	Formative: FAIR Assessments Weekly Assessments Unit Assessments Benchmark Assessments Summative : 2013 FCAT 2.0 Reading Assessment

		times per week. Plan targeted intervention for students not responding to core plus supplemental instruction. Intervention will be matched to individual student needs, be evidenced-based, and be provided in addition to core subject.			
2	<p>The area of deficiency for ELL students as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1—Vocabulary</p> <p>The barrier for these students was lack of graphic organizers, other visuals, and access to technology</p>	<p>Provide students with a variety of instructional strategies and activities to develop vocabulary that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, and reading from a wide variety of texts. Additional practice will be provided with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning. Maximize the usage of differentiated instruction.</p> <p>Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.</p>	Literacy Leadership Team	Review formative monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs.	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Ticket to Read, SuccessMaker, and Accelerated Reader/STAR Reading.</p> <p>Summative: Results from FCAT 2.0 Reading Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011 FCAT Reading Test indicate that 22% (10) in the SWD Subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains by 8 percentage points to 30% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (10)	30% (14)

Problem-Solving Process to Increase Student Achievement

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

1	The deficiency is due to students not being able to determine the main idea/message , (stated and implied), and being provided the explicit and scaffolded instruction in reading.	Teachers will provide scaffolding techniques and strategies for students that require additional practice and guided practice to acquire skills. Instruction will be provided using visual aides, graphic organizers, differentiated small group instruction, and the gradual release model SuccessMaker will be utilized as an intervention to be matched to individual student needs and will be provided in addition to core subject	Reading Coach Administration Teachers	Teachers will monitor differentiated student work folders and conference with students on a weekly basis. Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed.	Formative: FAIR Assessments Weekly Assessments Unit Assessments Benchmark Assessments Summative : 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency for SWD students as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2— Reading Application The barrier is that students lack prior knowledge, vocabulary and skills to identify cause/effect.	Provide a variety of instructional strategies and activities to strengthen basic reading skills that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text, Maximize the usage of differentiated instruction. Display words of the week on a bulletin board in a high traffic area and on staff members. Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.	Literacy Leadership Team	Review formative monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs.	Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Ticket to Read, SuccessMaker, and Accelerated Reader/STAR Reading. Summative: Results from FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011 FCAT Reading Test indicate that 51% (94) of the students in the Economically Disadvantaged Subgroup were not making Adequate Yearly Progress. Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains by 5 percentage points to 56% (103).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (94)	56% (103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did make AYP.</p> <p>The data shows that the students were deficient in Category 2, Reading Application. Identify text structure and explain how it impacts meaning in text.</p> <p>Economically Disadvantaged students have benefited from extended tutorial programs. In order to maintain progress, students will continue to receive remediation and intervention.</p> <p>A structured tutoring tool, utilizing the Instructional Focus Calendar as a guide, will be implemented with fidelity to maintain progress.</p> <p>Lack of consistent attendance to the tutorial sessions has been an obstacle.</p>	<p>Students will be provided with on grade-level text to be able to identify text structure and explain how it impacts meaning within and across texts. Students will be provided with strategies to identify causal relationships embedded in text. Students will be given strategies to be familiar with cause/effect, compare/contrast and chronological order.</p> <p>Use FCAT Task cards and State's Item Specifications to provide students with opportunity to acquire skills in Category 2, text structure.</p> <p>Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. SuccessMaker will be utilized as an intervention to be matched to individual student needs and will be provided in addition to core subject</p>	LLT/RtI Leadership Team Assistant Principal Media Specialist Reading Coach	<p>Review bi-weekly test data to ensure progress is being made and adjust intervention as needed.</p> <p>Review intervention schedules and attendance log to ensure fidelity to the intervention/remediation process.</p> <p>Daily attendance logs will be utilized to ensure student's regular attendance to tutorial sessions.</p> <p>Attendance logs will be kept to ensure students are participating in the provided tutorial sessions.</p> <p>Review SuccessMaker reports generated to ensure students are making progress and adjust level of instruction as needed</p>	<p>Formative: Weekly Assessments FAIR Data Interim Assessments Unit Assessments Benchmark Assessments</p> <p>Summative : 2013 FCAT 2.0 Assessment</p>
2	<p>The area of deficiency for Economically Disadvantaged students as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2—Reading Application</p> <p>The barrier is that students lack prior knowledge, vocabulary and skills to identify cause/effect</p>	<p>Provide a variety of instructional strategies and activities to strengthen basic reading skills that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text</p> <p>Maximize the usage of differentiated instruction. Implement teacher/student data chats to inform students of their progress. Continue Accelerated Reader/STAR Reading program to encourage and monitor students' understanding of books selected at the appropriate reading level.</p>	Literacy Leadership Team	<p>Review formative monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs.</p>	<p>Formative: FAIR, monthly and interim assessment results, Computer-Assisted Program (CAP) reports generated from FCAT Explorer, Ticket to Read, SuccessMaker, and Accelerated Reader/STAR Reading.</p> <p>Summative: Results from FCAT 2.0 Reading Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker Updates	K-5	P D Liaison Reading Coach	K-5 Teachers	October 5 ,2012	Data Binders and Reports	Reading Coach/Administration
Common Core Standards	2nd and 3rd grade	PD Liaison Grade-Level Chairperson	2nd and 3rd grade teachers	August 16, 2012	Observations, Classroom walk-throughs	Administration
Five Formats for Writing Differentiated Lessons and Units	K-5	PD Liaison Grade-level Chair person	K-5 Teachers	November 21,2012	Observations and Classroom walk-throughs	Administration
Informational Texts and the Common Core Standards	3-5	PD Liaison Grade-level Chairperson	3-5 Teachers	November 7, 2012	Observations and Classroom walk-throughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.	Tutoring	EESAC Funds	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Results of the 2011-2012 CELLA indicate that 50% are proficient in Listening/Speaking. Our goal for 2012-2013 is to increase the number of proficient students by 2 percentage points.
---	---

2012 Current Percent of Students Proficient in listening/speaking:

50% (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	English Language Learners students lack the necessary skills to be successful listeners and speakers of English due to the lack of opportunities students have to listen to audio on tape and present orally.	Utilizing audio books and role playing, students will be able to develop the necessary skills to be proficient in English..	Administration ELL Coordinator LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data biweekly and make recommendations based on needs assessment	In-house assessments, reports generated from SuccessMaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) 2013 CELLA results.

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

2. Students scoring proficient in reading. CELLA Goal #2:	Results of the 2011-2012 CELLA indicate that 31% are proficient in Reading. Our goal for 2012-2013 is to increase the number of proficient students by 2 percentage points.
--	--

2012 Current Percent of Students Proficient in reading:

31% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners students lack the ability to decipher critical vocabulary necessary to comprehend text.	Emphasizing key vocabulary along with providing sufficient review and reinforcement of current vocabulary. In addition, strategies such as checking for synonyms, antonyms, as well as other context clues for word meanings.	Administration ELL Coordinator LLT	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data biweekly and make recommendations based on needs assessment.	In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

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

3. Students scoring proficient in writing.

Results of the 2011-2012 CELLA indicate that 22% are proficient in Writing.

CELLA Goal #3:

Our goal for 2012-2013 is to increase the number of proficient students by 2 percentage points.

2012 Current Percent of Students Proficient in writing:

22% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners students lack the ability to apply organizational strategies to plan for writing.	Teachers will allow students to share orally personal stories and utilize graphic organizers and story boards to transfer oral information.	Administration ELL Coordinator LLT	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) 2013 CELLA results.

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 2.0 Math Test indicates that 24% (49) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 28% (57).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (49)	28% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2- Number: Fractions</p> <p>The deficiency is due to the students' lack of ability to determine and interpret equivalent fractions and mixed numbers.</p>	<p>Provide instructional support to help students master quick recall of basic addition, subtraction and multiplication facts through the utilization of the Go Math textbooks which provides numerous resources for hands-on activities and interventions in order to reinforce application of skills when working with fractions.</p>	Administration, MTSS/RtI Team	<p>Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs Provide time during weekly grade level meetings to analyze data, share best practices and reflect on additional needs.</p> <p>Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer and SuccessMaker.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

	Person or	Process Used to
--	-----------	-----------------

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Math Test indicate that 12% (24) of students achieved above proficiency levels 4 and 5 Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage point to 14 % (28)
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (24)	14% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to limited classroom opportunities to develop exploration and inquiry based activities.	In order to maintain and increase Levels 4 and 5 proficiency, students will be given opportunities to participate in higher level exploration and inquiry activities to maintain or increase understanding of skills through hands-on experiences with appropriate number concepts and apply learning to solve real-world problems including those that are aligned to content and magnet areas. Maximize the usage of differentiated instruction. Implement teacher/student data chats to inform students of their progress.	Administration	Monitor student progress by reviewing student work and monitoring monthly and interim assessments.	Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer. Summative: Results from 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 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 2012 FCAT Math Test indicates 74% (90) of students making Learning Gains. Our goal for the 2012-2013 school year is to increase level of students making learning gains proficiency by 5 percentage points to 79% (96)
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (90)	79% (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	<p>Students in grades 3- 5 scored lowest in Reporting Category 3— Geometry and Measurement.</p> <p>The barrier is that students lack prior knowledge and hands-on experiences for understanding geometric and measurement concepts.</p>	<p>Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allow students to make connections with real-world situations.</p> <p>Grade 3 – Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed.</p> <p>Grade 4 – Develop an</p>	Administration, MTSS/RtI Team	Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs	<p>Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer and SuccessMaker.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment</p>

understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.

Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.

Implement teacher/student data chats to inform students of their progress. Maximize the usage of differentiated instruction and include SuccessMaker mathematics program.

Students in grades 3- 5 scored low in Reporting Category 1—Numbers: Operations, Problems, Statistics, Base Ten and Fractions.

The barrier is that students lack prior understanding of number and operations through the use of manipulatives and need opportunities for practice.

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals .Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. Instructional strategies should include:
Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using

Administration

Monitor student progress by reviewing student work and monitoring monthly and interim assessments.

Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer.

Summative: Results from the FCAT 2.0 Mathematics Assessment

numbers through hundred thousand; and solve non-routine problems.
 Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.
 Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.

Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.

Students in grades 3- 5 scored low in Reporting Category 1—Numbers: Operations, Problems, Statistics, Base Ten and Fractions.

The barrier is that students lack prior understanding of number and operations through the use of manipulatives and need opportunities

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as

Administration

Monitor student progress by reviewing student work and monitoring monthly and interim assessments.

Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer.

Summative:

for practice.

3

addition and subtraction of fractions and decimals .Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.

Instructional strategies should include:

Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.

Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.

Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.

Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about

Results from the FCAT 2.0 Mathematics Assessment

		the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.			
4	<p>Students in grades 3- 5 scored low in Reporting Category 1—Numbers: Operations, Problems, Statistics, Base Ten and Fractions.</p> <p>The barrier is that students lack prior understanding of number and operations through the use of manipulatives and need opportunities for practice.</p>	<p>Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals .Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.</p> <p>Instructional strategies should include:</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.</p> <p>Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions</p>	Administration	Monitor student progress by reviewing student work and monitoring monthly and interim assessments.	<p>Formative: Monthly assessments, District interim data reports, student authentic work.</p> <p>Computer-Assisted Program (CAP) reports generated from FCAT Explorer.</p> <p>Summative: Results from the FCAT 2.0 Mathematics Assessment</p>

and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.

Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.

Students in grades 3- 5 scored low in Reporting Category 1—Numbers: Operations, Problems, Statistics, Base Ten and Fractions.

The barrier is that students lack prior understanding of number and operations through the use of manipulatives and need opportunities for practice

Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. Instructional strategies should include:
 Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole

Administration

Monitor student progress by reviewing student work and monitoring monthly and interim assessments

Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer.

Summative: Results from the FCAT 2.0 Mathematics Assessment

5		<p>number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.</p> <p>Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.</p>			
---	--	---	--	--	--

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

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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 63% (20) of students in the lowest 25% making learning gains. Our goal for the 2012-2013 school years is to increase level of proficiency for students in lowest 25% by 5 percentage points to 68 % (21)
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (20)	68% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3- 5 scored lowest in Reporting Category 1— Geometry and Measurements. The barrier is that students lack a concrete understanding of geometrical and measuring concepts	Create cooperative learning groups of four students and provide opportunities to solve problems and communicate their thinking. Utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Provide strategies to the students for solving real-world problems that reinforce mathematical concepts Implement teacher/student data chats to inform students of their progress, Maximize the usage of differentiated instruction and include SuccessMaker mathematics program	Administration, RtI Team	Review monthly and interim assessment data reports to ensure progress is being made and adjust instruction as necessary. Continue administrative classroom walk-throughs	Formative: Monthly assessments, District interim data reports, student authentic work. Computer-Assisted Program (CAP) reports generated from FCAT Explorer and SuccessMaker Summative: Results from the FCAT 2.0 2013 Mathematics 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%.	Elementary School Mathematics Goal #					
	Following a data analysis of the AMO SIP Targets, our goal is to increase the proportion of students scoring at levels 3 and above thereby reducing the proportion of students scoring at levels 1 and 2 by 50% over six years using the					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	43%	48%	54%	60%	

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

<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 Mathematics test indicates that 27% (32) students of the Black subgroup achieved proficiency . Our goal for 2012-2013 school year is to increase student performance by 13 percentage points to 45%.</p> <p>The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that ~54% (42) of the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student performance by 5 percentage points</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>Black: 27% (32) Hispanic: 54%(42)</p>	<p>Black: 38% (45) Hispanic: 59% (45)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT Mathematics Assessment, the Hispanic subgroup did make AYP. The Black subgroup did not make AYP. The area of deficiency was Reporting Category 1: Number Sense, Concepts and Operations.</p> <p>The deficiency is due to students' limited exposure to explicit instruction and rigorous activities to increase student achievement in mathematics.</p> <p>Hispanic: As noted on the administration of the 2012 FCAT Mathematics Assessment, the Hispanic subgroup did make AYP. The area of deficiency was Reporting Category 1: Number Sense, Concepts and Operations.</p> <p>The deficiency is due to students' limited knowledge of multiplication facts.</p>	<p>Plan differentiated instruction using evidence based instruction/intervention within the scheduled intervention block.</p> <p>Incorporate a variety of questioning strategies into lesson delivery.</p>	Administration Mathematics Liaison Mathematics teacher	<p>Questioning strategies evidenced in lesson plans.</p> <p>Big goals evidenced through instruction, data folders and trackers.</p>	<p>Monthly Assessments, Interim assessments</p> <p>2013 FCAT 2.0 Mathematics Assessment</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that ~36% (12) of the English Language Learner subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student performance by 7 percentage points to 43%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

36% (12)	43% (14)
----------	----------

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for the percentage of ELL students making satisfactory in mathematics was Reporting Category 2 Number: Fractions</p> <p>The deficiency is due to students' lack of content vocabulary and foundational skills.</p>	<p>Develop understanding of content vocabulary by incorporating vocabulary maps for critical content are vocabulary.</p> <p>Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use models to represent division; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.</p>	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	<p>In-house assessments, chapter tests, Mini Bats, District Interim Assessments</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment.</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that ~5% (2) of the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student performance by 18 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2)	23% 10

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 37% (71) of the students in the Economically Disadvantaged subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the students in the Economically Disadvantaged subgroup achieving learning gains by 5 percentage points to ~42%.
---	---

2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (71)		42% (80)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to students' limited knowledge of multiplication facts and number concepts	Develop an understanding between fractions and decimals; develop quick recall of multiplication facts and related division; use and represent numbers through millions in various contexts; use models to represent division; determine and generate equivalent fractions and simplifies fractions.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	In-house assessments, chapter tests, Mini Bats, District Interim Assessments Results from the 2013 FCAT 2.0 Mathematics assessment.

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
Common Core Standards	K-5	Grade Level Chairpersons	K-5 Teachers	August 16, 2012	Observations, Classroom walk-throughs	Administrators
Using Data to Improve Student Performance	K-5	District Personnel	K-5 Teachers	November 6, 2012	Observations, Classroom walk-throughs	Administrators
Teaching in a Standards-Based Classroom	2-5	Grade Level Chairpersons	2-5 Teachers	September 26, 2012	Observations, Classroom walk-throughs	Administrators
Increasing Personal and Team Performance	K-5	District Personnel	K-5 Teachers	November 14, 2012	Observations, Classroom walk-throughs	Administrators

Mathematics Budget:

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

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

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.		The results of the 2012 FCAT 2.0 Science Test indicate that 18 % (11) students achieved proficiency.			
Science Goal # 1a:		Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 23% (14).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
18% (11)		23% (14)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical/Chemical.</p> <p>The barrier was the lack of inquiry-based activities.</p>	<p>Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science, Life Science and Scientific Thinking. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the Fair Game Benchmarks.</p> <p>Physical Science: Provide activities for students to design and develop science and engineering projects to</p>	Administration, MTSS/RtI Team	The MTSS/RtI team will review student work folders and science notebooks, for evidence of inquiry-based learning activities, and will monitor school-based assessment and interims to ensure adequate progress and adjust intervention. Administrative classroom walk-throughs.	<p>Formative: District Baseline Data and school-based assessments,</p> <p>Summative: Results from the 2012 FCAT 2.0 Science Assessment</p>

increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Earth and Space Science

Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.

Provide opportunities for students to relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

Emphasize instruction of the water cycle with an emphasis on processes that occur over time (e.g. moon phases, seasons, erosions, weathering, water cycle).

Life Science

Provide opportunities for students to model, explain, and label diagrams showing the cause-and-effect relationships of changes in populations in food webs and food chains in different ecosystems.

Provide opportunities for students to identify relationships between structures and functions of organisms.

Provide opportunities for teachers to integrate literacy in the science classroom

	<p>in order for students to enhance scientific meaning through writing, talking, and reading science.</p> <p>Nature of Science Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.</p> <p>Design and implement effective instructional strategies to provide the students with appropriate authentic scientific exploration and analysis of scientific concepts, including across content and magnet areas, which relate to science concepts. Utilize Explore Learning Gizmos to supplement science instruction.</p> <p>The students will observe, experiment, and cook vegetables from the environmental magnet funded garden.</p>		
--	---	--	--

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

1b. Florida Alternate Assessment: Students scoring at 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
1	N/A	N/A	N/A	N/A	N/A

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.	The results of the 2012 FCAT 2.0 Science assessment indicate that 12% (7) of 5th Grade students achieved proficiency (FCAT Level 4-5).
--	--

Science Goal #2a:	The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 4-5) by 2 percentage points to 14 % (8)
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (7)	14%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas where students experience the most difficulty are in Reporting Category 2: Earth and Space Science. Students lack the knowledge and the ability to apply their thinking using the Scientific process.	The Science Liaison along with the MTSS/RtI Team will identify 4th grade students who scored a Level 4 or 5 on the 2012 FCAT 2.0 Mathematics Test, group these students, and coordinate enrichment activities using "Gizmos" that will foster further inquiry and critical thinking in the area of Earth/Space Science on a weekly basis as well as the implementation of Discovery Education.	Administrators	Student progress will be tracked via Custom Group Reports generated via Edusoft.	In-house assessments, District Interim Assessments, Lab reports 2013 FCAT 2.0 Science assessment results.

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:	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
1	N/A	N/A	N/A	N/A	N/A

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
Infusing Creativity in the Standard Classrooms	K-5	District Personnel	K-5	November 15, 2012	Grade level meetings, classroom walk-throughs	Administration
Discovery Education	K-5	District Personnel	K-5	October 16, 2012	Grade level meetings, classroom walk-throughs	Administration
Opening the Door to Video in the Classroom	K-5	District Personnel	K-5	November 22, 2012	Grade level meetings, classroom walk-throughs	Administration
Elementary Science Content and Instructional Strategies	4-5	Grade Level Chairperson	4-5 Science Teachers	September 26, 2012	Grade level meetings, classroom walk-throughs	Administration
Common Core State Standards	3-5	Grade Level Chairperson	3-5	October 18, 2012	Grade level meetings, classroom walk-throughs	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	The results of the 2012 FCAT 2.0 Writing Test indicate that 79% (49) of students scored level 3 or higher.
--	--

Writing Goal #1a:	Our goal for the 2012-2013 school year is to maintain the percentage of students scoring level 3 or higher from 79% to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (49)	81% (50)

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>During the 2012 FCAT 2.0 Writing Test, fourth graders demonstrated difficulty in narrative writing.</p> <p>Students lack the vocabulary and specific details to create writing that will bring precision and interest through the vivid expression of ideas and the use of varied language techniques.</p>	<p>During writing instruction, students will use many planning formats, including graphic organizers and rubrics as part of the writing process to develop writing drafts which will assist the students in achieving a variety of writing styles. Students scoring at Levels 4 or higher will receive targeted instruction to refine their writing skills and will write using a variety of expressive forms (e.g., short stories, poetry, skits, and song lyrics).</p> <p>Students scoring at other levels will be challenged to attempt some of these expressive forms. A writer's notebook will be maintained by each student. All students will participate in peer editing conferences to improve writing and analysis skills</p>	Administration, Literacy Leadership Team	<p>Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus. Monitor writer's notebook and ongoing assignments for evidence of using the fourth grade writing rubric. Administrative walk-throughs.</p> <p>Teacher and peer conferencing for the portion of the writing process that includes revision and evaluation.</p>	<p>Formative: Pre and Post District Assessments and monthly writing prompts.</p> <p>Summative: 2013 FCAT 2.0 Writing Assessment</p>

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

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

1	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Rubric	3/4	Reading Coach	Grade 3 Teachers/Grade 4 Reading/LA Teachers	September 5 ,2012	Review of writing released anchor papers	Reading Coach
FCAT Writing Components (Focus, Organization, Support, and Conventions)	3/4	Reading Coach	Grade 3 Teachers/Grade 4 Reading/LA Teachers	September 26, 2012	Monitor instruction and review students' writing essays.	Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	Our goal for the 2012-13 school year is to increase our average attendance rate from 96.22% to 96.72% by decreasing the number of students with excessive

Attendance Goal # 1:	absences & tardies (10 or more), and creating a climate in our school that is welcoming to all parents and students
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.22% (471)	96.72% (474)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
(106)	(101)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(164)	(156)

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>Students do not attend school on a consistent basis.</p> <p>Barrier: Potential communication issues regarding accurate reporting of excused absences within the three day time limit.</p> <p>Primary students are excessively tardy to school because they have siblings in the intermediate grades therefore they report at 8:35 with their intermediate siblings instead of at 8:20 when they should report</p>	<p>Provide information in the parent handbook, student/parent conferences, Connect-Ed messages, and Open House. On-time attendance recognition incentives and recognition of 100% attendance at quarterly honor roll assembly.</p> <p>Students with 100% attendance in a month can wear jeans with the uniform shirt on a specified Friday.</p> <p>Open the computer lab for intermediate students to access Successmaker so that primary students can report to school on time.</p>	Administration	Monitor daily attendance bulletin and patterns of attendance/tardy.	Attendance rosters Parental Involvement Sign-in Sheets COGNOS

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
9	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

51	46				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
31	28				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barrier: Parents and students are unaware that all students must follow the Code of Student Conduct.	Utilize the Code of Student Conduct and provide incentives for compliance through the use of the Elementary SPOT Success Recognition program. Conduct a monthly Core Value Assembly using the Chik-Fil-A Core Value program. Emphasize Spot Success recognitions for positive behavior.	Administration	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation Log 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
The Student Code of Conduct	Grades K-5	Administration	School-wide	August 16, 2012	Utilize classroom walk-throughs to monitor teacher's enforcement of the Student Code of Conduct.	Administration

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	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many parents are not actively involved in their child's education. As noted on parent involvement sign-in logs, a goal of a minimum of 10% more parents need to be involved in with the school to help increase student reading, math, and science mastery. Lack of participation due to parents' schedules.	Multiple opportunities for parent involvement will be designed and offered to parents. These will include open house, fall and spring festivals, take your parent tot lunch day, seasonal observations and programs, and especially workshops to improve students' academic success.	Administration and CIS	Review sign-in sheets/logs to determine the number of parents attending school or community events.	Sign-in sheets. Community Involvement Specialist telephone log

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

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

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

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 activities for students to design and develop science, math, and engineering projects to promote scientific thinking and development and implementation of inquiry based activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack opportunities to deepen their understanding of science concepts to do insufficient exposure to inquiry based learning experiences.	Provide hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and engineering and emphasize innovative laboratory experiences.	Administrators	Computer logs Administrative walkthroughs Project Based Rubrics	Culminating Science Projects

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS Training	Grades 3-5 Math and Science	Science Liaison	ALL Math and Science Teachers	September 4, 2012	Sign in sheets, Professional Development registration forms	Administrators PD Liaison
Discovery Education	Grades 3-5 Math and Science	Discovery Education Company facilitator	ALL Math and Science Teachers	September 26, 2012	Sign in sheets, Professional Development registration forms	Administrators PD Liaison

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.	Tutoring	EESAC Funds	\$1,500.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

N/A

Projected use of SAC Funds	Amount
Hourly Teachers/Tutors	\$1,500.00

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

School Advisory Council (EESAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals.

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 PINE LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	62%	73%	63%	262	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	63%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	61% (YES)			122	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District PINE LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	66%	84%	41%	260	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%	71%			136	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?	53% (YES)	77% (YES)			130	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					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested