

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ARCOLA LAKE ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Cynthia Williams

SAC Chair: Aurelia Goodman

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/17/2012

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
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Cynthia Williams	BS Criminal Justice/ Masters in Public Administration/ Doctorate in Educational Leadership Systems with a focus in Curriculum and Instruction, Certified in: Educational Leadership, and Elementary Education.	3	8	YEAR '12 '11 '10 '09 '08 School Grades C B A A A AMO High Standards Rdg. 41 56 72 73 72 High Standards Math 44 64 80 78 78 Lrng Gains-Rdg. 70 67 66 72 79 Lrng Gains-Math 63 73 58 71 80 Gains-Rdg-25% 69 55 54 66 81 Gains-Math-25% 65 79 64 71 73
Assis Principal	Gwendolyn Richards-	Bachelor of Science Degree in Elementary Education/Masters of Education in Education Leadership/Certified in Educational	2	4	'12 '11 '10 '09 '08 School Grade C A C B C AMO High Standards Rdg. 41 71 63 65 49 High Standards Math 44 69 70 71 55

Stewart	Leadership and Primary Education/ESOL Endorsed/Reading Endorsed			Lrng Gains- Reading 70 63 61 69 59 Lrng Gains- Math 63 70 61 68 62 Lrng Gains-Read. -25% 69 64 58 67 81 Lrng. Gains-Math -25% 65 74 58 67 82
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	None at this time				
Mathematics	Aurelia Goodman	Bachelors of Science in Elementary Education/ESOL Endorsed/Autism Endorsed	6	1	YEAR '12 '11 '10 '09 '08 School Grades C B D C D AMO High Standards Rdg. 41 56 48 55 54 High Standards Math 44 64 55 57 45 Lrng Gains-Rdg. 70 67 53 61 60 Lrng Gains-Math 63 73 56 68 49 Gains-Rdg-25% 69 55 55 47 49 Gains-Math-25% 65 79 52 74 N/A
Science	Althea Ricketts-Burke	Bachelors of Arts in Linguistics/Masters of Science in Special Education/ESOL Endorsed K-12	3	1	YEAR '12 '11 School Grades C B AMO High Standards Rdg. 41 56 High Standards Math 44 64 Lrng Gains-Rdg. 70 67 Lrng Gains-Math 63 73 Gains-Rdg-25% 69 55 Gains-Math-25% 65 79

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide professional development on site facilitated by Reading, Math and Science Coaches; Bi-Weekly in-class support by District Curriculum Support Specialists; Administrative Walkthroughs and Feedback.	PD Liaison	6/10/13	
2	2. Partnering new teachers with veteran staff members.	MINT Mentors/administrator	6/10/13	
3	3. Hosting interns from local universities and partnering them with clinically certified teachers.	Administrators	6/10/13	
4	4. Conduct monthly meetings with new/beginning teachers and their Mentor.	Administrators	6/10/13	

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
	Teachers will enroll in

A. Out-of-Field - 5
 B. Non-Highly Effective - 0

appropriate coursework and/or take the appropriate subject area test to gain certification in field.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	26.7%(12)	35.6%(16)	26.7%(12)	11.1%(5)	33.3%(15)	100.0%(45)	11.1%(5)	0.0%(0)	44.4%(20)

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
Denise Juanico	Manuel Maestre	Mr. Maestre is a first year SPED teacher the mentor is an experienced SPED teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Latosha Vasque	Ericka Adair	Ms. Adair is a first year teacher. The mentor is an experienced Reading teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Althea Ricketts	Alejandra Matos	Ms. Matos is a first year Reading/Math teacher. The mentor is an experienced Mathematics teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Wendy Brown	Melanie Tempest	Ms. Tempest is a first year teacher. The mentor is an experienced Mathematics teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Ronald Lacey	Amanda Ratigan	Ms. Ratigan first year teacher. The mentor is an experienced Reading teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
		Ms. Abraham	

Aurelia Goodman	Kathia Abraham	is a first year teacher. The mentor is an experienced Mathematics Coach and teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Bradley Claxton	Erika Byrd-Johnson	Ms. Byrd-Johnson is a first year teacher. The mentor is an experienced Math teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Marisandra Mendez	Gina Garcia	Ms. Garcia is a first year teacher. The mentor is an experienced Pre-K teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Cynthia Wheeler	Trisha Spencer	Ms. Spencer is a first year teacher. The mentor is an experienced SPED teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Theresa Davis	Brittane	Ms. Brown is a first year teacher. The mentor is an experienced SPED teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Theresa Floyd	Marlina Diaz-Portorreal	Ms. Diaz-Portorreal is a first year teacher. The mentor is an experienced Reading/Mathematics teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.
Carla Brown	Sarah Welish	Ms. Welish is a first year teacher. The mentor is an experienced Media Specialist/Science teacher with favorable student achievement results.	Assist with planning and preparation of lessons; visit classroom and provide feedback to mentee throughout the school year; and model lessons to demonstrate use of best practices.

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

Arcola Lake Elementary offers additional intervention to students in need of remediation through Supplemental Educational Services (SES). Furthermore, retained third grade students receive remediation during summer school. Federal and local services will be coordinated to provide a Voluntary Pre K Program to prepare 4 yr. olds for Kindergarten. Arcola Lake is part of the Phase II initiative of the Ready Schools Miami Project. Ready Schools Miami is funded through partnership with the University of Florida, W.K. Kellogg Foundation, and Miami-Dade County Public Schools. Health Connect services are provided to ensure students requiring additional health care needs are addressed by having a full-time nurse on staff throughout the week.

Arcola Lake Elementary involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents of available programs, their rights under No Child Left Behind and other services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The Community Involvement Specialist conducts informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Coaches identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school-wide 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; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

District received funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

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

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

Title III

Title X- Homeless

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and

curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Arcola Lake Elementary supports violence prevention by offering student services through counseling, anti-bullying program, peer mediation.

Nutrition Programs

Arcola Lake will implement a Health-Connect program during the 2011-2012 school year. A Health Navigator will be housed on staff. The Health Initiative Grant of \$1,500 will be utilized to promote wellness among students and staff. Physical Education teachers have access to the Adventure Fitness program resources through a grant of the Florida Department of Education.

- 1) Arcola Lake Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Arcola Lake Elementary School's Food Service Program provides breakfast, lunch, and after care snacks for the FCAA after school program. The Food Service staff adheres to the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Arcola Lake Elementary participates in the Fresh Fruit and Vegetable grant initiative. The service provides fresh fruit and vegetables to three days per week to students and staff members.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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 on school grounds.
- Teams at designated school sites are staffed by a Nurse.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Parental

Arcola Lake Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through

developing (with on-going parental input) our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: The principal will provide instructional leadership to staff regarding student placement, intervention, data analysis, and student services; meet bi-weekly with MTSS/RTI team to review student performance assessment data; assist in the development of plans of action for intervention to include attendance reviews, monitoring of the SST process and Special Education Services. The principal will also conduct classroom walkthroughs and provide feedback to teachers; communicate with parents regarding school-based MTSS/RTI plans and activities through Connect Ed messages, open houses, conferences, and parent meetings.

Assistant Principal: The assistant principal will assist the principal with monitoring the implementation of the instructional program; conducting data conferences with teachers, implementing classroom walkthroughs and providing feedback to teachers. The assistant principal will also assist in monitoring the implementation of intervention and differentiated groups; facilitate Student Support Team (SST) meetings and meet with parents and staff to communicate school information.

Special Education Chairperson: The chairperson will participate in student data collection and conferences; collaborate with general education teachers to provide the appropriate materials and strategies for students with disabilities. The chairperson will also monitor IEP meetings and staffings to ensure that appropriate services and instruction are provided to students with disabilities.

Reading and Mathematics Coaches: The reading and mathematics coaches will support and assist classroom teachers in the delivery of instruction. Coaches will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. Coaches will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. The coaches will also provide professional development to teachers.

School Psychologist: The school psychologist will assist with the coordination of SST meetings and assessment services to meet the needs of students; work closely with the counselor to ensure that students acquire support in behavioral, emotional and social services. The psychologist will administer appropriate testing and assessments, collect, interpret, analyze and report student data.

Counselor: The counselor will assist in locating internal and external resources of social services to support the, emotional, behavioral, and social success of students. The counselor will spearhead the SST referrals and meetings in order to identify students in need of additional instruction and/or assessments. The counselor will assist with the administering of reading assessments, participate in data conferences with the administrators and assist with development of intervention plans.

Social Worker: The social worker will recommend internal and external social services to students and their families as needed. The social worker conducts social history of students, and provides information to the SST to determine student needs and support.

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 MTSS/RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to

Intervention problem solving process and monitoring progress of interventions)

- How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
 3. Hold regular quarterly meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
 8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Additionally, the team meets bi-weekly and engages in disaggregating and analyzing reading assessment data. The team reviews the effectiveness of core instruction through bi-weekly benchmark test results, identifies students who are meeting and exceeding benchmarks, and those who are not meeting benchmark standards.

Findings of the MTSS/RTI leadership team are shared with grade levels and individual teachers as needed. The MTSS/RTI team will develop a plan of action for teacher and student support on a bi-weekly basis. Additionally, the team identifies professional development needs and offer courses tailored to the needs of the staff. Additionally, the team will share and discuss best practices to be offered to teachers in need of support

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 and monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will also provide levels of support and interventions to students based on data. The MTSS/RTI Leadership Team will meet with the administrative team in order to analyze pertinent student data and develop a SIP to address the needs of the students. The MTSS/RTI Leadership Team identifies a need for a more rigorous core instructional program in order to increase student achievement.

MTSS Implementation

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

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

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

11. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions

- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

Additionally, Edusoft is used to disaggregate and summarize student performance data. At the beginning of the year, baseline data is collected in the areas of reading, mathematics, writing, and science. Through utilization of progress monitoring and Reporting Network (PMRN) system, Florida Assessments for Instruction in Reading (FAIR), during the beginning of year, midyear, and end of year are documented. During the school year, interim tests are administered during midyear and end-of-the-year periods to monitor student progress in reading, mathematics, writing, and science. The EDUSOFT data management system is utilized to disaggregate and analyze student performance data.

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 at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and
3. providing a network of ongoing support for MTSS/RTI organized through feeder patterns.

The MTSS/RTI team members will coordinate appropriate and necessary MTSS/RTI information for staff as identified through monthly faculty and grade level meetings. Staff will also participate in District-sponsored MTSS/RTI workshops throughout the school year.

Describe the plan to support MTSS.

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The building principal is critical to the implementation of any process introduced at the school level. The general leadership skills of building principals have been identified through school based research over many years. These general leadership skills include: effective communication, facilitation of relationships and a positive, collaborative climate, inclusion of school and community based stakeholders, and a focus on celebrating positive outcomes. The implementation of a MTSS/RTI system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes.

Building Principal Leadership skills specific to the implementation and support of MTSS/RTI include:

1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.
2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to frame their decisions within the context of student or other relevant data.
3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.
5. Facilitates the development of instructional schedules based upon student needs
6. Ensures that instructional/intervention support is provided to all staff.
7. Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
8. Establishes a system of communicating student outcomes across the professional staff and with students and their parents.
9. Creates frequent opportunities to celebrate and communicate success.

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

The Literacy Leadership Team (LLT) is comprised of administrators, reading coach, math coach, science coach, counselor, and psychologist. The team meets to analyze student performance data, discuss/plan professional development for teachers, develop a plan of action for students in need of additional services and academic support, and monitor the effectiveness of the Response to Intervention.

Dr. Cynthia Williams, Principal: The principal will provide instructional leadership to staff regarding student placement, intervention, data analysis, and student services; meet bi-weekly with MTSS/RTI team to review student performance assessment data; assist in the development of plans of action for intervention to include attendance reviews, monitoring of the SST process and Special Education Services. The principal will also conduct classroom walkthroughs and provide feedback to teachers; communicate with parents regarding school-based MTSS/RTI plans and activities through Connect Ed messages, open houses, conferences, and parent meetings.

Gwendolyn Richards-Stewart, Assistant Principal: The assistant principal will assist the principal with monitoring the implementation of the instructional program; conducting data conferences with teachers, implementing classroom walkthroughs and providing feedback to teachers. The assistant principal will also assist in monitoring the implementation of intervention and differentiated groups; facilitate Student Support Team (SST) meetings and meet with parents and staff to communicate school information.

Aurelia Goodman, Mathematics Coach: The mathematics coach will support and assist classroom teachers in the delivery of instruction. The mathematics coach will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. The math coach will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. She will also provide professional development to teachers.

Althea Ricketts-Burke, Science Coach: The science coach will support and assist classroom teachers in the delivery of instruction. The science coach will provide in-class modeling and assistance in identifying and organizing differentiated intervention in skill-based groups. The science coach will also assist with the coordination of school wide assessments and data collection; participate in data conferences with teachers and administrators. She will also provide professional development to teachers.

Denise Juanico, Special Education Chairperson: The chairperson will participate in student data collection and conferences; collaborate with general education teachers to provide the appropriate materials and strategies for students with disabilities. The chairperson will also monitor IEP meetings and staffings to ensure that appropriate services and instruction are provided to students with disabilities.

Shannon HarmeyerAlmazan, School Psychologist: The school psychologist will assist with the coordination of SST meetings and assessment services to meet the needs of students; work closely with the counselor to ensure that students acquire support in behavioral, emotional and social services. The psychologist will administer appropriate testing and assessments, collect, interpret, analyze and report student data.

Delores Clasp, Counselor: The counselor will assist in locating internal and external resources of social services to support the, emotional, behavioral, and social success of students. The counselor will spearhead the SST referrals and meetings in order to identify students in need of additional instruction and/or assessments. The counselor will assist with the administering of reading assessments, participate in data conferences with the administrators and assist with development of intervention plans.

Carol Rumble, Social Worker: The social worker will recommend internal and external social services to students and their families as needed. The social worker conducts social history of students, and provides information to the SST to determine student needs and support.

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

The purpose of the Arcola Lake Elementary School Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet twice a month to discuss data trends and receive instructional strategies that can be implemented into the content areas. Plans are developed to create school-wide reading incentives and events to promote literacy. The meetings are collaborative efforts. Although the Reading Coach initiates these meetings and conducts them; all members are invested in the process and have the autonomy to initiate and conduct meetings with information that will be beneficial to the school. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RTI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide necessary resources to the LLT. The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making

instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

In addition, the LLT will review universal screening data and link information 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.

The LLT will meet twice a month to analyze student performance data, discuss/plan professional development for teachers, develop a plan of action for students in need of additional services and academic support, and monitor the effectiveness of the Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RTI).

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

The major initiatives of the LLT this year will be to:

- Identify students in subgroups who are in need of intervention and are classified as struggling readers
- Provide morning and afternoon tutoring sessions
- Utilize Diagnostic Assessments to determine progression of student learning gains
- Empower students with their own data
- Discuss interventions and strategies with students individually
- Train teachers in data disaggregation
- Provide time during faculty meetings to discuss reading best practices
- Ensure Differentiated Instruction is used effectively in the classroom
- Monitor implementation of reading strategies in all content areas
- Create professional development that focuses on student needs and teacher needs
- Increase the frequency of technology as a reading instructional tool
- Provide enrichment for students performing at mastery in reading
- Encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests
- Work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data to promote and assist teachers with the integration of higher order thinking skills in learning activities and student progress in third grade reading classes.
- to ensure that students in K-2 grade students are receiving appropriate instruction;
- Acquire appropriate support during implementation of the Common Core Standards in reading, language arts and mathematics. Provide a research based curriculum that will be effective across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification

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

*Elementary Title I Schools Only: Pre-School Transition

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

The Houghton Mifflin Prekindergarten Early Growth Indicators Benchmark Assessment is administered to all preschoolers as an initial, mid-year diagnostic and a final assessment. Early intervention is provided for low-performing students who are targeted. Once identified, certified teachers work with low-performing students using the Houghton Mifflin Curriculum and High/Scope strategies. Arcola Lake Elementary provides strategies to be utilized by the parents at home to prepare their children to make a smooth transition to kindergarten. A kindergarten orientation and tour of the school was offered to parents and neighboring preschool/daycare facilities. Federal and local services will be coordinated to provide a Voluntary Pre K program to prepare 4 year olds for Kindergarten. Arcola Lake will partner with a local child development center of 3-4 year olds in order to provide an ongoing Kindergarten orientation for parents and students. During the last nine weeks of the school year, students of local VPK facilities are invited to tour and participate in Kindergarten activities for approximately 2 hours of the school day. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to

become more involved in the educational process of their three and four-year old children.

*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 24% 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%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

24% (51)

28% (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 Based upon the 2012 FCAT results, students demonstrated a deficiency in the following categories: 3rd Grade- Reading Application and Informational Text 4th Grade- Lowest level of proficiency in Literary Fiction/Nonfiction. 5th Grade- Reading Application and Informational Text	1A.1. Provide students with opportunities to 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. Use real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Time for Kids will also be used to target these skills.	1A.1. MTSS/RtI Team	1A.1. Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategie	1A.1. Formative: Classroom assessments, Interim assessments, Student work samples, Reading Plus reports, STAR reports, and Reading Logs Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Reading Goal #1B: The results of the 2012 Florida Alternate Assessment indicate that 33% of students in grades 3-5 achieved Level 4, 5 and 6 proficiency in Reading. Our goal for the 2012-2013 school year is to increase grades 3-5 Level 4, 5, and 6 student proficiency by 5 percentage points to 38%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

33% (4)

38% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students limited ability to read and comprehend text	1B.1. Provide students with multiple reads of a selection through read alouds, auditory tapes and visual aids to aid in responding to comprehension questions. Supplemental reading materials, such as Florida Ready will be used to provide students with added practice with Common Core Standards reading requirements.	1B.1. Administrative Team, Reading Coach, SPED Department Chairperson	1B.1. Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies	1B.1. Formative: Classroom assessments, Student work samples Summative: 2013 Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Reading Goal #2A: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 15% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (31)	17% (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	2A.1. Based upon the 2012 FCAT results, students demonstrated deficiency in the following categories: 3rd Grade- Reading Application and Informational Text 4th Grade- Lowest level of proficiency in Literary Analysis Fiction/Nonfiction. 5th Grade- Reading Application and Informational Text	2A.1. Students will be allowed to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Additionally, Jr. Great Books will be utilized to promote higher order thinking skills.	2A.1. Administrative Team, Reading Coach	2A.1. Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Our school will utilize the FCIM Model to conduct Data Chats after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.	2A.1. Formative: Classroom assessments, Interim assessments, Student work samples, Reading Plus reports, STAR reports, and Reading Logs Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 33 % of students in grades 3-5 achieved Level 7 or above proficiency in Reading. Our goal for the 2012-2013 school year is to maintain grades 3-5 Level 7 or above student proficiency by 3 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4)	36% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students limited ability to read and comprehend text.	2B.1. Provide students with guided practice to read fiction, nonfiction and informational text to identify the differences. The use of pictures will be faded to promote long term comprehension and retention of concepts and skills.	2B.1. Administrative Team, Reading Coach, SPED Department Chairperson	2B.1. Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.	2B.1. Formative: Classroom assessments, Student work samples Summative: 2013 Florida Alternate 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:

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 69% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (96)	74% (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
	3A.1. Based upon the 2012 FCAT results, students demonstrated deficiency in the following categories:	3A.1. Develop and implement a Reading plan for other content areas that infuse Reading strategies and provide teachers with	3A.1. Administrative Team, Reading Coach	3A.1. Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for	3A.1. Formative: Classroom assessments, Interim assessments,

1	<p>3rd Grade- Reading Application and Informational Text</p> <p>4th Grade- Lowest level of proficiency in Literary Analysis Fiction/Nonfiction.</p> <p>5th Grade- Reading Application and Informational Text</p>	<p>content related supplemental materials in order to expose students to a variety of text. Identify and target students not making learning gains and provide additional remediation through the use of computer assisted programs (SuccessMaker, Reading Plus, Accelerated Reader), differentiated instructional groups and conducting data chats with students and teachers.</p>	<p>adjustment of lesson plans. Our school will utilize the FCIM Model to implement data-driven instruction. Data Chats will be conducted after each Interim. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.</p>	<p>Student work samples, Voyager Reports, FAIR reports, Reading Plus reports, STAR reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>No data because less than ten students reported.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>N/A</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>3B.1.</p> <p>Students limited ability to read and comprehend text.</p>	<p>3B.1.</p> <p>Utilize picture walks to assist students in making predictions of a reading selection, which will aid in comprehension. Students must be provided with continuous review/practice when learning reading concepts and strategies</p>	<p>3.B.1.</p> <p>Administrative Team, Reading Coach, SPED Department Chairperson</p>	<p>3B.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Using the Florida Continuous Improvement Model (FCIM), Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.</p>	<p>3B.1.</p> <p>Formative: Classroom assessments, Student work samples</p> <p>Summative: 2013 Florida Alternate 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>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>Reading Goal #4:</p> <p>The results of the 2012 FCAT 2.0 Reading Assessment indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 74%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

69% (27)	74% (29)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4A.1.</p> <p>Based upon the 2012 FCAT results, students demonstrated deficiency in the following categories:</p> <p>3rd Grade- Reading Application and Informational Text</p> <p>4th Grade- Lowest level of proficiency in Literary Analysis Fiction/Nonfiction.</p> <p>5th Grade- Reading Application and Informational Text</p>	<p>4A.1.</p> <p>Ensure Intervention is taking place following the SuccessMaker program and utilizing technology based supplemental resources in order to provide students with academic growth in the area of story structure and text features.</p>	<p>4A.1.</p> <p>MTSS/RtI Team</p>	<p>4A.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Our school will utilize the FCIM Model to implement the push-in/pull out model for small group tutorials based on student assessment data. Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.</p>	<p>4A.1.</p> <p>Formative: Classroom assessments, Interim assessments, Student work samples, Voyager Reports, FAIR reports, Reading Plus reports, STAR reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	<p>Reading Goal #</p> <p>Our goal is to decrease the percent of non-proficient students in Reading by 50% over six years (using 2010-2011 as the baseline year).</p> <p>5A :</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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 reading.</p> <p>Reading Goal #5B:</p>	<p>Reading Goal #5B:</p> <p>The results of 2012 FCAT 2.0 Reading Assessment indicate that 43% of the Black subgroup, and 35% of the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Black subgroup by 5 percentage points to 48%, and to increase student proficiency in the Hispanic subgroup by 19 percentage points to 54%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>Black: 43% (68)</p> <p>Hispanic: 35% (17)</p>	<p>Black: 48% (76)</p> <p>Hispanic: 54% (26)</p>

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1.</p> <p>White: N/A Black: 43% (68) Hispanic: 35% (17) Asian: N/A American Indian: N/A</p> <p>Based upon the 2012 FCAT results, students in the Hispanic subgroup demonstrated a deficiency in the following categories:</p> <p>3rd Grade- Reading Application and Informational Text</p> <p>4th Grade- Lowest level of proficiency in Literary Analysis Fiction/Nonfiction.</p> <p>5th Grade- Reading Application and Informational Text</p>	<p>5B.1.</p> <p>Ensure Intervention is taking place following the SuccessMaker program and utilizing technology based supplemental resources in order to provide students with academic growth in the area of story structure and text features.</p> <p>Provide students with access to a computer before/after school in order to access on-line Reading resources and tutoring programs.</p>	<p>5B.1.</p> <p>MTSS/RtI Team</p>	<p>5B.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Our school will utilize the FCIM Model to implement the push-in/pull out model for small group tutorials based on student assessment data. Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies</p>	<p>5B.1.</p> <p>Formative: Classroom assessments, Student work samples, Reports from on-line tutoring Reading websites: Reading Plus, Riverdeep, FCAT Explorer, SuccessMaker</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	Reading Goal #5C: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 25% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by 19 percentage points to 44%.
Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (6)	44% (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>5C.1.</p> <p>Based upon the 2012 FCAT results, students in the ELL subgroups demonstrated a deficiency in the following category:</p> <p>3rd Grade- Reading Application and Informational Text</p> <p>4th Grade- Lowest level of proficiency in Literary Analysis Fiction/Nonfiction.</p> <p>5th Grade- Reading Application and Informational Text</p>	<p>5C.1.</p> <p>Engage students in read alouds, story retelling, and identifying topics and themes within texts. Teacher and student modeling during teacher-led activities will provide added practice for students to apply needed skills. Small group instruction using supplemental materials such as the Florida Center for Reading Research (FCRR) student center activities will be implemented.</p> <p>Additionally, FCAT Coach</p>	<p>5C.1.</p> <p>MTSS/RtI Team</p>	<p>5C.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments, Reading program reports, and Interim Assessments for adjustment of lesson plans. The FCIM Model will be utilized to conduct Data Chats after each Interim Assessment for progress monitoring, and data-driven instruction. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.</p>	<p>5C.1.</p> <p>Formative: Classroom assessments, Interim assessments, Student work samples, Reading Plus reports, STAR reports, and Reading Logs</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

	will be utilized as a supplemental reading resource to target our ELL learners.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reading Goal #5D: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 26 % of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 is to increase student proficiency in the SWD subgroup by 18 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (7)	44% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Based upon the 2012 FCAT results, students in the SWD subgroup demonstrated a deficiency in the following categories: 3rd Grade- Reading Application and Informational Text 4th Grade- Lowest level of proficiency in Literary Analysis Fiction/Nonfiction. 5th Grade- Reading Application and Informational Text	5D.1. Ensure Intervention is taking place following the SuccessMaker program and utilizing technology based supplemental resources in order to provide students with academic growth in the area of story structure and text features. Provide students with access to a computer before/after school in order to access on-line Reading resources and tutoring programs.	5D.1. Administrative Team, SPED Department Chairperson, Reading Coach	5D.1. Administrative walk throughs. Review of on-going classroom assessments, Reading Plus reports and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment utilizing the FCIM Model for progress monitoring. Conduct grade level Meetings to obtain teacher feedback of effectiveness of strategies.	5D.1. Formative: Classroom assessments, Interim Assessments, Student work samples, Reading Plus reports, SuccessMaker reports Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 40 % of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ED group by 9 percentage points to 49 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (81)	49% (99)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5.E.1.</p> <p>Based upon the 2012 FCAT results, students in the ED subgroup demonstrated a deficiency in the following categories:</p> <p>3rd Grade- Reading Application and Informational Text</p> <p>4th Grade- Lowest level of proficiency in Literary Fiction/Nonfiction.</p> <p>5th Grade- Reading Application and Informational Text</p>	<p>5E.1.</p> <p>Ensure Intervention is taking place following the SuccessMaker program and utilizing technology based supplemental resources in order to provide students with academic growth in the area of story structure and text features.</p> <p>Provide students with access to a computer before/after school in order to access on-line Reading resources and tutoring programs.</p>	<p>5.E.1.</p> <p>MTSS/RtI Team</p>	<p>5E.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments, Reading program reports, and Interim Assessments for adjustment of lesson plans. The FCIM Model will be used to conduct Data Chats after each Interim Assessment for progress monitoring. Conduct Grade Level Meetings to obtain teacher feedback of effectiveness of strategies.</p>	<p>5E.1.</p> <p>Formative: Classroom assessments, Student work samples, Reports from on-line tutoring Reading websites: Reading Plus, Riverdeep, FCAT Explorer, STAR</p> <p>Summative: 2013 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
Best practices for reading instruction	K - 5	Reading Coach	K-5th Reading Teachers	September 2012 – May 2013 (4th Wednesdays – monthly)	Professional development participants will present information and share best practices learned at training workshops during faculty and grade level meetings. Reading coach will model lessons and provide other classroom support for teachers.	Administrators
MTSS/RtI Training	K - 5	School Psychologist	K – 5th Reading and Mathematics teachers	September 2012	Participants will gain knowledge in the RtI process and use this knowledge to meet the needs of the students that demonstrate deficiencies in reading and/or mathematics by providing with appropriate intervention strategies.	Administrators
Jr. Great Books	1 - 5	Reading Coach	1st – 5th Reading teachers	August 2012	Participants will gain knowledge in the effective use of Jr. Great Books and use this knowledge to provide enrichment activities for students that are on and above grade level, particularly in the Team classes.	Administrators
SuccessMaker Training	K - 5	Reading Coach	K – 5th Grade Reading and Mathematics teachers	August 2012	Participants will gain knowledge in the implementation of SuccessMaker as an intervention tool. Students in our lowest 25% and those working below grade level will be utilizing SuccessMaker and their progress will be monitored through student data reports. Differentiated instruction will also be utilized as depicted by the data.	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of supplemental materials for reading instruction. (2A.1.)	Jr. Great Books	Lenore Annenberg Foundation	\$6,745.00
Use of supplemental materials for reading instruction. (3A.1.)	Common Core Exemplar Texts for Media Center	Lenore Annenberg Foundation	\$3,357.00
Use of supplemental materials for reading instruction. (1B.1.)	Florida Ready - Reading by Curriculum Associates	Title 1	\$1,500.00
Use of supplemental materials for reading instruction. (5C.1.)	FCAT Coach	Title 1	\$3,000.00
Use of supplemental materials for differentiated instruction. (3A.1.)	Accelerate Reader	Title 1	\$1,867.00
Provide incentives to promote high standards. (3A.1.)	Reading Achievement awards/trophies/medals	EESAC	\$670.00
			Subtotal: \$17,139.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use technology applications to supplement reading instruction. (3A.1.)	TEKBoards	Lenore Annenberg Fund Grant	\$46,700.00
			Subtotal: \$46,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Jr. Great Book training and support for teachers. (2A.1.)	The Great Book Foundation	Title 1	\$3,500.00
			Subtotal: \$3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use of real-world reading genre to supplement reading instruction. (1A.1.)	Time for Kids and Weekly Reader Magazines	Title 1	\$1,632.00
			Subtotal: \$1,632.00
			Grand Total: \$68,971.00

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:	CELLA Goal #1: The results of the 2011-2012 CELLA indicate that 24% of students achieved proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase student proficiency in Listening/Speaking by 4 percentage points to 28%.
2012 Current Percent of Students Proficient in listening/speaking:	
24% (15)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students primarily engaging in conversations in their native language instead of English.	1.1. Teacher will utilize the Language Experience Approach (LEA), explicit modeling, Total Physical Response (TPR) and Repetition during whole and small group instruction. Students will also engage in role-playing to develop speaking skills.	1.1. MTTS/Rtl Team	1.1. Administrative walk throughs. Review of on-going classroom assessments for adjustment of lesson plans. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies. The FCIM model will be utilized to monitor student progress and adjust strategies as needed.	1.1. Formative: Classroom assessments, Teacher observation, SuccessMaker Reports, Interim Reports Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	CELLA Goal #2: The results of the 2011-2012 CELLA indicate that 14% of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase student proficiency in Reading by 4 percentage points to 18%.
2012 Current Percent of Students Proficient in reading:	
14% (9)	
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	2.1. Due to their lack of confidence with the English language, students do not participate in enough read aloud activities in the classroom.	2.1. Utilize Task cards, Reading Response Logs, and the Think/Pair/Share strategies to improve reading skills. Additionally, teachers will incorporate the use of Choral Reading within the classroom during read aloud time and provide students with a variety of Reading sources in order to enhance oral practice, literacy and comprehension	2.1. MTTS/Rtl Team	2.1. Administrative walk throughs. Review of on-going classroom assessments for adjustment of lesson plans. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies. The FCIM model will be utilized to monitor student progress and adjust strategies as needed. SuccessMaker reports will be used to provide corrective action.	2.1. Formative: Classroom assessments, Teacher observation, Reading Plus usage reports, SuccessMaker Reports, Student work samples Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: The results of the 2011-2012 CELLA indicate that 13% of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase student proficiency

in Writing by 4 percentage points to 17%.

2012 Current Percent of Students Proficient in writing:

13% (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
1	3.1. Infrequent opportunities for students to engage in functional and interactive writing development.	3.1. Incorporate the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development	3.1. MTTS/RtI Team	3.1. Administrative walk throughs. Review of District Pre/Post Writing Assessments. Score and provide feedback on writing samples to monitor progress. Review of on-going student writing samples and journals. The FCIM model will be utilized to monitor student progress and adjust strategies as needed.	3.1. Formative: District Pre/Post Writing Assessment, Scored student writing samples, Writing journals, Dialogue Journals Summative: 2013 CELLA

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

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:	Mathematics Goal #1A: The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 25% of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase grades 3-5 Level 3 student proficiency by 6 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (53)	31%(65)

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. Based upon the 2012 FCAT results, students demonstrated a deficiency in the following categories: 3rd Grade: Fractions 4th Grade: Geometry & Measurement 5th Grade: Geometry & Measurement	1A.1. Provide contexts for mathematical exploration and the development of student understanding of fractions by supporting the use of manipulatives and engaging opportunities for practice. Select grade level appropriate activities that will allow students to represent and compare fractions. Teachers will deliver instruction that help students relate fractions to real-world problems. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging in opportunities for practice. Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area.	1A.1. MTSS/RtI Team	1A.1. Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats, inclusive of the administrative team, teachers and coaches, will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies. Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives.	1A.1 Formative: Classroom assessments, District Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Mathematics Goal #1B: The results of the 2012 Florida Alternative Assessment in Mathematics scores indicate that 42% of students in grades 3-5 achieved Level 4.5.6 proficiency. Our goal for the 2012-2013 school year is to increase grades 3-5 Level 4,5, and 6 student proficiency by 5 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (5)	47% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Based upon the 2012 FAA results, students demonstrated a deficiency in the following categories: Geometry and Measurement	1B.1. Teachers will provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Teachers will provide students with continuous review/practice when learning math concepts. Teachers will provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	1B.1. MTSS/RtI Team and SPED Chair	1 B.1 Administrative walk-throughs. Review of on-going classroom assessments for adjustment of lesson plans. Teachers will also use technology to address areas of deficiency in those students with disabilities. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies. Our school will utilize the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment. Our school will utilize the FCIM Model to during the use of mathematics journals with essential questions, problem solving methods, and open-ended questioning.	1 B. 1 Formative: Classroom assessments and Teacher Observations Summative: 2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Mathematics Goal #2A: The results of the 2012 FCAT Mathematics Test indicate that 16% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student s proficiency by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (33)	18% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2A.1.</p> <p>Based upon the 2011 FCAT results, students demonstrated a deficiency in the following categories:</p> <p>Limited opportunities for the students to participate in Higher Order Thinking activities.</p>	<p>2A.1.</p> <p>Our school will develop a computer lab schedule to ensure the usage of computer assisted programs for enrichment including SuccessMaker, GIZMOS, FCAT Explorer and the Compass Learning Program. Teachers will also provide more project based activities.</p>	<p>2A.1.</p> <p>Administrative Team and Math Coach</p>	<p>2A.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans as well as review of implementation of enrichment strategies. Data chats, inclusive of the administrative team, teachers and coaches, will be conducted after each Interim Assessment for progress monitoring and Differentiated Instruction. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies.</p> <p>Our school will utilize the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment. The FCIM Model will be used during the use of mathematics journals with essential questions, problem solving methods, and open-ended questioning.</p>	<p>2A.1.</p> <p>Formative: Classroom assessments, Interim assessments, Student work samples, SuccessMaker, GIZMOS, FCAT Explorer and Compass Learning Reports</p> <p>Summative: 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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>Mathematics Goal #2B: The results of the 2012 Florida Alternate Assessment for Mathematics indicate that 25% of students in grades 3-5 scored at or above Level 7. Our goal for the 2012-2013 school year is to increase grades 3-5 Level 7 student proficiency by 3 percentage points to 28%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>25% (3)</p>	<p>28% (3)</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
	<p>2B.1.</p> <p>Based upon the 2012 FAA results, students demonstrated a deficiency in the following categories:</p>	<p>2B.1.</p> <p>Teachers will use guided discussion to engage students in real life math problems. Teachers will provide students with continuous</p>	<p>2B.1.</p> <p>Administrative Team and SPED Chair</p>	<p>2B.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments. Teachers will also use technology to address areas of</p>	<p>2B.1.</p> <p>Formative: Classroom Assessment and Teacher Observations</p>

1	Geometry and Measurement	repetition/practice when learning math concepts. Teachers will provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	deficiency in those students with disabilities. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies.	Summative: 2013 FAA Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Mathematics Goal #3A: The results of the 2012 FCAT Mathematics Test indicate that 63% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage point to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(86)	68% (92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Based upon the 2012 FCAT results, students demonstrated a deficiency in the following category: Fractions	3A.1. Teachers will provide specific remediation through the use of computer assisted programs (SuccessMaker, Riverdeep, GIZMOS), and tutorial services. Teachers along with the support of the Math Coach will provide contexts for mathematical exploration and the development of student understanding of fractions and fraction equivalence through the use of manipulatives and engaging opportunities for practice	3A.1. MTSS/RtI Team	3A.1. Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies. Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives.	3A.1. Formative: Classroom assessments, Interim assessments, Student work samples, SuccessMaker, GIZMOS, FCAT Explorer and Compass Learning Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Mathematics Goal #3B: No data, less than 10 students reported .
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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		<p>3B.1.</p> <p>Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>	<p>3B.1.</p> <p>MTSS/RtI Team</p>	<p>3B.1.</p> <p>Administrative walk-throughs. Review of on-going classroom assessments for adjustment of lesson plans. Teachers will also use technology to address areas of deficiency in those students with disabilities. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies.</p> <p>Our school will utilize the FCIM Model to provide higher order thinking skill activities during small group instruction for enrichment.</p> <p>Our school will utilize the FCIM Model to during the use of mathematics journals with essential questions, problem solving methods, and open-ended questioning.</p>	<p>3B.1.</p> <p>Formative: Classroom assessments and Teacher Observations</p> <p>Summative: 2013 FAA 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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>Mathematics Goal #4:</p> <p>The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 65% of students in grades 3-5 in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase grades 3-5 students in the lowest 25% achieving learning gains by 5 percentage points to 70%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (25)	70% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>4A.1.</p> <p>FCAT results, students demonstrated a</p>	<p>4A.1.</p> <p>Teachers will continue the use of computer</p>	<p>4A.1.</p> <p>MTSS/RtI Team</p>	<p>4A.1.</p> <p>Administrative walk-throughs. Review of on-</p>	<p>4A.1.</p> <p>Formative: Classroom</p>

1	deficiency in the following category: Geometry and Measurement	<p>assisted programs such as SuccessMaker, Riverdeep, and GIZMOS to enhance delivery of instruction.</p> <p>Teachers along with the support of the Math Coach will provide engaging learning opportunities for students to explore and understand geometry and measurement as it relates to real life.</p> <p>Teachers will 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.</p>	<p>going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies. Monitor the consistent use of manipulatives during small group instruction in the Mathematics classes.</p> <p>Ongoing review of Custom Group Edusoft Data to monitor progress and ensure that the resources used are appropriate. Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives</p>	<p>assessments, Interim assessments, Student work samples</p> <p>Summative: 2013 FCAT 2.0 Mathematics 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%.		Elementary School Mathematics Goal # Mathematics Goal #5A: Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	<p>Mathematics Goal #5B:</p> <p>The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 42 % of students in grades 3-5 in the Black subgroup, and 48% of the Hispanic subgroup achieved proficiency. Our goal is to increase grades 3-5 student proficiency in the Black subgroup by 8 percentage points to 50%, and to increase the Hispanic subgroup by 17 percentage points to 65%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 42% (66) Hispanic: 48% (24)	Black: 50% (79) Hispanic: 65% (32)
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	Based upon the 2012 FCAT results, students in the Black and Hispanic demonstrated a deficiency in the following category: Geometry and Measurement	5B.1. Provide real life contexts for mathematical explorations and develop student understanding through the supports of manipulatives, oral discussions, and demonstrations. Provide the instructional support needed for students to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in the primary grades in order to prepare and support the intermediate grades.	5B.1. MTSS/RtI Team	5B.1. Ongoing classroom Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies. Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives	5B.1. Formative: Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Mathematics Goal #5C: The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 28% of students in grades 3-5 in the English Language Learner (ELL) subgroup achieved proficiency. Our goal is to increase grades 3-5 student proficiency in the ELL subgroup by 4 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (9)	53%(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	5C.1. Based upon the 2012 FCAT results, students demonstrated a deficiency in the following category: Geometry and Measurement	5C.1. Provide real life contexts for mathematical explorations and develop student understanding through the supports of manipulatives, oral discussions, and demonstrations. Provide the instructional support needed for students to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in	5C.1. MTSS/RtI Team	5C.1. Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies.	5C.1. Formative: Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

	the primary grades in order to prepare and support the intermediate grades	Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Mathematics Goal #5D: The results of the 2012 FCAT Mathematics Test indicate that 33% of the students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 24 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (8)	57% (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	5D.1. Based upon the 2012 FCAT results, students demonstrated a deficiency in the following category: Geometry and Measuremen	5D.1. Provide the instructional support needed for students to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in the primary grades in order to prepare and support the intermediate grades	5D.1. MTSS/RTI Team	5D.1. Analyze the outcome of Interims, and mini benchmark assessments to guide instructional focus. Student performance reports for I-Ready. Classroom walkthroughs and observations. Data conferences. Our school will utilize the FCIM Model to implement data-driven instruction, specific to students' needs during small group instruction while demonstrating an increased use of problem solving activities and hands on manipulatives.	5D.1. Formative: Classroom assessments, Interim assessments, Student work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Mathematics Goal #5E: The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 43% of students in grades 3-5 in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase grades 3-5 student proficiency in the ED subgroup by 11 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

43% (87)			54% (109)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1.</p> <p>Based upon the 2012 FCAT results, students demonstrated a deficiency in the following category:</p> <p>Geometry and Measurement</p>	<p>5E.1.</p> <p>Implement a computer lab schedule in order to provide students with opportunities to utilize virtual manipulatives to explore and develop foundations for understanding perimeter, area, volume, and surface area.</p>	<p>5E.1.</p> <p>MTSS/RtI Team</p>	<p>5E.1.</p> <p>Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct grade-level meetings to obtain teacher feedback of effectiveness of strategies.</p> <p>Our school will utilize the FCIM Model during the use of manipulatives. Utilize the pull out/push-in tutorial method to provide remedial instruction; use of manipulatives to teach concepts. The FCIM Model will also be used implement data driven-instruction as evident by differentiated instruction groups in daily rotation of computer assisted instruction, and teacher led centers.</p>	<p>5E.1.</p> <p>Formative: Classroom assessments, Interim assessments, Student work samples</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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
Best practices for Mathematics instruction	K-5th Mathematics Teachers	Math Coach	K – 5th Mathematics Teachers	September 2012 – May 2013 (4th Wednesdays –monthly)	<p>Professional development participants will present information and share best practices learned at training workshops during faculty and grade level meetings.</p> <p>Math coach will model lessons and provide other classroom support for teachers.</p>	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of supplemental materials for differentiated instruction (3A.1)	Everglades K-12 mathematics workbooks	Title 1	\$3,083.00
Supplemental materials for differentiated instruction (3A.1)	FCAT Coach - Mathematics	Title 1	\$3,000.00
			Subtotal: \$6,083.00
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
Provide awards and certificates for Mathematics Achievement	Trophies and awards	EESAC	\$670.00
			Subtotal: \$670.00
			Grand Total: \$6,753.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Science Goal #1A:			
Science Goal #1a:		The results of the 2012 FCAT 2.0 Science Assessment indicate that 26% of students in grades 5 and 8 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase grade 5 and 8 Level 3 student proficiency by 4 percentage points to 30%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (16)		30% (19)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1A.1. Based on the 2012 FCAT results, students demonstrated a lowest performance in the following category: Physical Science	1A.1. Ensure that instruction in grade 5 includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to	1A.1. Administrative Team MTSS/RtI Team, Science Coach	1A.1. Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Using the FCIM Model, Data	1A.1. Formative: Classroom Assessments, Interim Assessments, Lab Reports, Formative Assessment

1	matter, energy, force, and motion. Provide opportunities for students in grade 5 to apply Physical Science concepts in real-world scenarios and conduct laboratory investigations that include calculating, manipulating, and solving problems	Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	Summative: 2013 FCAT 2.0 Science Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #2A: The results of the 2012 FCAT 2.0 Science Assessment indicate that 8% of students in grades 5 and 8 achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase grade 5 and 8 Level 4 and 5 student proficiency by 2 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (5)	10% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2A.1. Based upon the 2012 FCAT results, students demonstrated a performance improvement needed in the following category:	2A.1. Provide activities for students in grade 5 to design and develop science and engineering projects to increase scientific	2A.1. Administrative Team, Science Coach	2A.1. Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of	2A.1. Formative: Classroom Assessments, Interim Assessments, Formative

1	Physical Science	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. Provide classroom opportunities for students in grade 5 to design and develop Science Fair projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, and data analysis.	lesson plans. Using the FCIM Model, Data Chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies	Assessment Probes (grade 5), Science Fair entries Summative: 2013 FCAT 2.0 Science Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The five (5) E's of Science.	K - 5	Science Coach	K - 5 teachers	September 2012 – December 2012	Faculty meeting presentations and in-class support by Science Coach and District personnel.	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental materials for science instruction	FCAT Coach – Science	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing Goal #1A: The results of the 2012 FCAT Writing Assessment indicate that 69% of students in grades 4 scored a 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage students in grades 4 scoring a Level 4 or higher from 69 % to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (53)	72% (55)

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
	1A.1. The 2012 FCAT Writing results indicated that the areas weaknesses were: Grammar and Conventions	1A.1. Encourage students to develop and maintain a writer's notebook to include table of content, a list of possible writing topics, first drafts, and revisions. Published	1A.1. Leadership/ Administrative Team, Reading Coach	1A.1. Administrative walk throughs. Review of District Pre/Post Writing Assessments. Score and provide feedback on writing samples to monitor progress. Review of on-going	1A.1. Formative: District Pre/Post Writing Assessment, Scored student writing samples, Writing journals

1	work will be displayed and maintained in a writing folder. We will also provide opportunities for students to use revising/ editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. The WriteBright Writing Program will also be implemented to facilitate the inclusion of various prompts and writing situations, and provide writing tutorials for students.	student writing samples and writing journals. Conduct grade level meetings to obtain teacher feedback of effectiveness of strategies. Our school will utilize the FCIM Model to implement the 6 traits of the writing process with the infusion of literature, and to conduct small group conferencing and peer editing to apply the Six Traits of Writing Technique.	Summative: 2013 FCAT Writing Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
WriteBright Writing Program	k - 5	Reading Coach	K - 5 teachers	October 2012	Presentations in faculty meeting; in-class support by reading coach	Administration, Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily Writing Instruction (1A.1.)	WriteBright Writing Program	Lenore Annenberg Foundation	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Attendance Goal #1: Our goal for 2012-2013 is to increase attendance to 94.56% and decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.06% (510)	94.56% (513)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
245	233
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
156	148

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Absences: Students display a high frequency of illness indicated by parent notes and students with special needs.	Provide parents with information on Kid Care Insurance during Parent Night/Resource Fair.	Administrator Counselor Social Worker CIS	Monitor daily attendance bulletins and refer students to Attendance Review Committee Meetings on a monthly basis. Parent Conferences	Daily Attendance Bulletins
2	Students have extenuating family circumstances that prevent school attendance.	Conduct home visits to assess family needs and offer services. Provide counseling services to parents, and make the necessary referrals to outside agencies.	Administrator Counselor Social Worker CIS	Administrators will monitor daily attendance bulletins and refer students to Attendance Review Committee (ARC) Meetings on a quarterly basis. Gradebook Manager – daily attendance reporting Monitor rewards given as attendance incentives.	Daily Attendance Bulletins Home Visit Logs Telephone Logs
3	Tardies: Students who are out of area are not able to get to school on time.	Refer the social worker to the homes to offer assistance to family.	Administrator Counselor Social Worker CIS	Monitor daily attendance bulletins and refer students to Attendance Review Committee Meetings on a monthly basis. Parent Conferences	Daily Attendance Bulletins
4	Students are out of area. Student and parent lack of familiarity with the District and school attendance/tardy policy and procedures.	Utilize the community involvement specialist to verify addresses. Make phone calls to parents encouraging on-time school attendance and review District attendance policies. Give rewards for perfect attendance or improvement in attendance.	Administrator Counselor Social Worker CIS	Monitor daily attendance bulletins and refer students to Attendance Review Committee Meetings on a monthly basis. Gradebook Manager - daily attendance reporting. Parent Conferences Monitor rewards given as attendance incentives.	Daily Attendance Bulletins Home Visit Logs Telephone Logs

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
Schoolwide attendance plan	Attendance Committee	Administrator	Attendance Committee	November 2012 – May 2013	Weekly monitoring of attendance	Administrator

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:	Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of Out-of-School suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
83	75
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
48	43
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 total number of outdoor suspensions increased from 75 incidents during the 2010-2011 school year to 83 during the 2011-2012 school year (an increase of 8 incidents). Students require the development of interpersonal skills to decrease the number of school suspensions.	Utilize a schoolwide behavior plan to reduce the number of undesirable behaviors and suspensions. Continue utilizing the Bullying and Harassment Anonymous Reporting Form to reduce the amount of referrals written for fighting.	Administration Counselor	Analysis of the number of SCMS written for inappropriate behaviors and/or suspensions. Monitor Suspension Reports and provide follow-up by Student Services Department.	Review of Student Case Management Reports and Cognos
2	Students' limited ability to adhere to the Code of Student Conduct has resulted in 83 Out-of-School Suspensions and 48 students suspended out-of-school.	Conduct parent meetings outlining the Code of Student Conduct, and the consequences for the various types of misconduct. Provide group and peer mediation sessions to help students develop interpersonal skills.	Administration Counselor	Analysis of the number of SCMS written for inappropriate behaviors and/or suspensions. Monitor Suspension Reports and provide follow-up by Student Services Department.	Review of Student Case Management Reports and 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
Schoolwide Discipline Plan	Discipline Committee	Administrator	Discipline Committee	October 2012	Review of SCMS and Cognos Reports	Administrator

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

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

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

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

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
	Implementation of Headstart, pre-k, primary, and intermediate workshops for parents to build school and community partnerships.	EESAC	\$400.00
			Subtotal: \$400.00
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: \$400.00

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:			
STEM Goal #1:		Based on the analysis of school data students in grades 3-5 need improvement in Fractions and Geometry and Measurement in Mathematics. In Science students need improvement in Physical Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Based upon the 2012 FCAT results, students demonstrated a deficiency in the following categories: 3rd grade- Fractions 4th grade – Geometry and Measurement 5th grade – Geometry and Measurement Based upon the 2012 FCAT results, students demonstrated a performance improvement needed in	1.1. Provide activities for students in grades 3-5 to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities. Students will also participate in metacognitive journaling and project-based mathematics activities. Provide contexts for mathematical exploration and the development of student	1.1. MTSS/RtI Team	1.1. Administrative walk throughs. Review of on-going classroom assessments and Interim Assessments for adjustment of lesson plans. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies. The FCIM Model will be utilized to evaluate progress and make needed adjustments.	1.1. Formative: Classroom assessments, Interim assessments, Student work samples, Number of students participating in the Science Fair, Number of entries submitted. Summative: 2013 FCAT 2.0 Assessment

1	<p>the following category: Physical Science</p>	<p>understanding of fractions by supporting the use of manipulatives and engaging opportunities for practice. Select rich, real-world problems, aligned to the content the students are learning.</p> <p>Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging in opportunities for practice.</p> <p>Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area.</p> <p>Provide activities for students in grade 5 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 Physical Science. Provide classroom opportunities for students in grade 5 to design and develop Science Fair projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, and data analysis.</p> <p>GIZMOS will also be used to enhance instruction.</p>			
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(PLC) or PD Activity

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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	Use of supplemental materials for reading instruction. (2A.1.)	Jr. Great Books	Lenore Annenberg Foundation	\$6,745.00
Reading	Use of supplemental materials for reading instruction. (3A.1.)	Common Core Exemplar Texts for Media Center	Lenore Annenberg Foundation	\$3,357.00
Reading	Use of supplemental materials for reading instruction. (1B.1.)	Florida Ready - Reading by Curriculum Associates	Title 1	\$1,500.00
Reading	Use of supplemental materials for reading instruction. (5C.1.)	FCAT Coach	Title 1	\$3,000.00
Reading	Use of supplemental materials for differentiated instruction. (3A.1.)	Accelerate Reader	Title 1	\$1,867.00
Reading	Provide incentives to promote high standards. (3A.1.)	Reading Achievement awards/trophies/medals	EESAC	\$670.00
Mathematics	Use of supplemental materials for differentiated instruction (3A.1)	Everglades K-12 mathematics workbooks	Title 1	\$3,083.00
Mathematics	Supplemental materials for differentiated instruction (3A.1)	FCAT Coach - Mathematics	Title 1	\$3,000.00
Science	Supplemental materials for science instruction	FCAT Coach – Science	Title 1	\$3,000.00
Writing	Daily Writing Instruction (1A.1.)	WriteBright Writing Program	Lenore Annenberg Foundation	\$2,000.00
Parent Involvement		Implementation of Headstart, pre-k, primary, and intermediate workshops for parents to build school and community partnerships.	EESAC	\$400.00
				Subtotal: \$28,622.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use technology applications to supplement reading instruction. (3A.1.)	TEKBoards	Lenore Annenberg Fund Grant	\$46,700.00
				Subtotal: \$46,700.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Jr. Great Book training and support for teachers. (2A.1.)	The Great Book Foundation	Title 1	\$3,500.00
				Subtotal: \$3,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of real-world reading genre to supplement reading instruction. (1A.1.)	Time for Kids and Weekly Reader Magazines	Title 1	\$1,632.00
Mathematics	Provide awards and certificates for Mathematics Achievement	Trophies and awards	EESAC	\$670.00
				Subtotal: \$2,302.00
				Grand Total: \$81,124.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Provide incentives to promote high standards. Reading Achievement awards/trophies/medals	\$670.00
Provide awards and certificates for Mathematics Achievement; trophies and awards	\$670.00
Implementation of Head Start, Pre-K, primary, and intermediate workshops for parents to build school and community partnerships	\$400.00

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

The EESAC will conduct monthly meetings to provide schoolwide data and information to the council. Council members will take an active role by assisting with the writing and monitoring of the School Improvement Plans.

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 ARCOLA LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	64%	80%	46%	246	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	67%	73%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	79% (YES)			134	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					520	
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 ARCOLA LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	55%	77%	36%	216	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	53%	56%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	52% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					432	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested