

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALM SPRINGS ELEMENTARY SCHOOL

District Name: Dade

Principal: Roxana Herrera

SAC Chair: Lupe Lago

Superintendent: Alberto Carvalho

Date of School Board Approval:

Last Modified on: 11/5/2012

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.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Roxana Herrera	Elementary Education ESOL Primary Education Educational Leadership	7	8	'12 '11 '10 '09 '08 AMO-1: School Grade A A A A AYP N/A N Y N High Standards Reading 53 75 79 76 73 High Standards Math 60 82 83 79 74 Learning Gains-Reading 76 67 77 74 70 Learning Gains-Math 77 65 75 77 69 Gains-Reading-Lowest 25% 79 62 66 67 52 Gains-Math-Lowest 25% 82 67 82 75 69 AMO - 2
Assis Principal	Patricia Horta	Elementary Education ESOL Educational Leadership	6	7	'12 '11 '10 '09 '08 AMO-1: School Grade A A A A AYP N/A N Y N High Standards Reading 53 75 79 76 73 High Standards Math 60 82 83 79 74 Learning Gains-Reading 76 67 77 74 70 Learning Gains-Math 77 65 75 77 69 Gains-Reading-Lowest 25% 79 62 66 67 52 Gains-Math-Lowest 25% 82 67 82 75 69 AMO - 2

### 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 Coach (Part-time)	Elisa Toledo-Resende	Certified in: Elementary Education Primary Education Endorsed in: Reading ESOL	18	13	'12 '11 '10 '09 '08 AMO-1: School Grade A A A A A AYP N/A N N Y N High Standards Reading 53 75 79 76 73 High Standards Math 60 82 83 79 74 Learning Gains-Reading 76 67 77 74 70 Learning Gains-Math 77 65 75 77 69 Gains-Reading-Lowest 25% 79 62 66 67 52 Gains-Math-Lowest 25% 82 67 82 75 69 AMO - 2

### 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. Creating master teachers through the use of Professional Learning Communities.	Roxana Herrera	This is an ongoing activity in conjunction with University of Florida RSM.	
2	2. Providing teachers with opportunities and time to participate in professional development.	Roxana Herrera	This is an ongoing activity.	

### 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
0	Focus on implementing best practice strategies.

### 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
53	0.0%(0)	7.5%(4)	49.1%(26)	43.4%(23)	39.6%(21)	83.0%(44)	7.5%(4)	3.8%(2)	83.0%(44)

### Teacher Mentoring Program/Plan

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

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

## 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

Palm Springs Elementary School will provide services to ensure that students who require additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I Chess; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Located in a lower middle-class neighborhood, Palm Springs Elementary is a Title I school which provides Supplemental Educational Services (SES) to economically disadvantaged students. Through Title I funding, the school is able to hire part time personnel to implement an intensive intervention program which tutors low-performing students (Tiers 1, 2, and 3) during the school day. Title I funding has also enabled the school to purchase state-approved scientifically research-based reading materials to support implementation of the intervention program.

#### Title I, Part C- Migrant

Not Applicable

#### Title I, Part D

Not Applicable

#### 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, ESOL, and Gifted
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

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

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-12)
- Reading and supplementary instructional materials(K-12)
- Hardware and software for the development of language and literacy skills in
- Reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

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

#### Title X- Homeless

At Palm Springs Elementary, the Homeless Assistance Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community.

- Palm Springs Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists the school with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor 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 the school. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The 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)

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

#### Violence Prevention Programs

The school offers a non-violence, anti-drug curricular program to students as part of the district Safe and Drug Free Schools Initiative. The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, the elementary counselor and/or TRUST specialist. Training and technical assistance for teachers, administrators, counselors and/or TRUST specialists is also a component of the program. The school also offers the Healthy Me Program which is a literacy-based substance abuse and bullying prevention education program that focuses on building self-esteem and developing healthy habits in children.

#### Nutrition Programs

Palm Springs Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Palm Springs Elementary School was also awarded a grant through the Fresh Fruit and Vegetable Program in which all students receive a fruit or vegetable snack three times per week.

#### Housing Programs

Not Applicable

#### Head Start

Not Applicable

#### Adult Education

Not Applicable

#### Career and Technical Education

Palm Springs Elementary implements the KAPOW (Kids and the Power of Work) program. KAPOW is a national network of business-elementary school partnership which introduces young students to work-related concepts and experiences. KAPOW system of affiliates brings trained volunteers from partner companies into our classrooms. The volunteer visits seven times during the school year to teach a one-hour class relevant to the business world. Components/lessons include: job and career awareness, positive work habits and attitudes, and team works and independence. In addition, the school participates in a yearly celebration called Career Day. Presenters from a variety of fields come and speak to our students about their career path, experiences and work trainings.

#### Job Training

Not Applicable

#### Other

Parental  
Palm Springs Elementary recognizes that parent communication is essential and promotes ongoing engagement in programs

and activities, critical to the education of their children and the success of the school. All parents are informed and given opportunities to actively participate in scheduled activities that involve their child's academic growth. In order to ensure high levels of involvement, parents are invited to participate in open meeting forums such as: Open House, Title I Orientation, School Advisory Council, PTA meetings, grade level workshops in Reading, Writing, Mathematics and Science, grade level transition meetings, and Bilingual Parent Outreach Workshops. Our parent resource center is key to ensuring that the school and parents work together for the benefit of students. At the parent resource center, the Title I Community Involvement Specialist works together with parents and teachers to meet the needs of students by facilitating the following: telephone contacts, home visits, flyers, recruitment of parent volunteers, parent education programs, parent activities, distribution of printed informational materials, access to resources that support educational objectives, in-service training, and addressing concerns.

Palm Springs 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 in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Palm Springs Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact; the 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. Palm Springs Elementary School also 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. This impacts 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), are submitted to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I administration, is completed by parents/families annually in May. The survey's results are used to assist with revising our Title I parental documents for the approaching school year.

Palm Springs Elementary School's parental involvement is highly dependent on adequate notification in the student's home language. Printed materials are distributed in English and Spanish and Connect-ED recorded telephone messages are delivered in English and Spanish. Parents are informed about any and all aspects of their child's education and progress through the parent-student handbook, progress reports, report cards, student agendas, school newsletters, monthly calendars, letters, flyers, parent/teacher conferences, home visits, phone calls, e-mail, and the school marquee. In addition, the school offers various inservices to parents throughout the year, through Miami-Dade County Public School's Parent Academy and the Bilingual Education Program.

#### Voluntary Public School Choice Program

The Voluntary Public School Choice Program (I Choose!) is a federally funded grant and district-wide initiative designed to assist in achieving Miami-Dade County Public Schools' District Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments. As a Title I school that has been identified as a School In Need of Improvement (SINI), parents have been notified of Public School Choice options in accordance with the Florida Department of Education timeline. All parent notifications of school status and resulting available services were sent by U.S. Mail and sent home a second time with students on the first day of school. (See attached letters notifying parents of Choice Options and SES.)

#### IDEA

Individuals with Disabilities Act (IDEA) federal funds ensure that at-risk students have access to a free appropriate public education. These funds are used to allocate certified and highly-qualified teaching personnel and part-time paraprofessionals to work with eligible students and to purchase supplemental materials and technology to assist students in meeting their educational needs.

#### University of Florida Ready Schools Miami

Palm Springs Elementary is a fifth-year participant in the Ready Schools initiative which seeks to empower all staff to work collaboratively in reflective communities that create and support powerful learning experiences for everyone. This initiative is supported by consultants from the University of Florida.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four-step problem-solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

MTSS/RtI leadership is vital, therefore, to building our team. The Palm Springs Elementary MTSS/RtI Leadership Team consists of the school principal; assistant principal; Reading instructional coach; Reading department chairperson; Math department chairperson; Science department chairperson; grade level chairpersons in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade; Exceptional Student Education teacher; guidance counselor; school psychologist and social worker. The administrators will ensure commitment and allocate resources. The coaches and teachers will share a common goal of improving instruction for all students. Team members will work to build staff support, internal capacity and sustainability over time.

The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI four-step problem-solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

RtI leadership is vital, therefore, to building our team. The Palm Springs Elementary RtI Leadership Team consists of the school principal; assistant principal; Reading instructional coach; Reading department chairperson; Math department chairperson; Science department chairperson; grade level chairpersons in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade; Exceptional Student Education teacher; guidance counselor; school psychologist and social worker. The administrators will ensure commitment and allocate resources. The coaches and teachers will share a common goal of improving instruction for all students. Team members will work to build staff support, internal capacity and sustainability over time.

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

The MTSS/RtI Leadership Team will focus meetings by addressing the following:

- Standard based curriculum
- Data analysis (informal, formative and summative assessments)
- Implement strategies
- RtI problem-solving process and monitoring progress of interventions
- Enrichment opportunities

The team will meet once a month to engage in the following activities:

- Gather and analyze academic and behavior progress monitoring data at the grade level, classroom level, subgroup level, and/or student level, evaluate progress, and make instructional decisions
- Identify professional development needs and resources for faculty, as indicated by student data.
- Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and put new processes and skills into practice, as needed.
- Build consensus, increase infrastructure, and make decisions about implementation.
- Provide clear indicators of student need and student progress to assist in examining the validity and effectiveness of program delivery

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?

Members of the MTSS/RtI Leadership team met with the School Advisory Council (SAC) to provide data and discuss areas that

needed to be addressed.

The MTSS/RtI Leadership Team will assist in the implementation of the school improvement plan by:

- Monitoring and adjusting the school's academic and behavioral goals through data gathering and data analysis.
- Monitoring fidelity of the delivery of instruction and intervention.
- Providing levels of support and interventions to students, based on data.

#### MTSS Implementation

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

Palm Springs Elementary School utilizes the Edusoft data management system to manage the following data:

- Baseline Reading, Mathematics, Writing and Science Assessments
- District Interim Reading, Mathematics, Writing and Science assessments (during November and January progress monitoring)

Other managed data includes:

##### Academic

- Florida Assessments for Instruction in Reading (FAIR) assessment through the Progress Monitoring and Reporting Network (PMRN) at the beginning, middle, and end of year
- Florida Comprehensive Assessment Test (FCAT 2.0)
- Student grades through the Electronic Gradebook
- School site specific assessments through paper-and-pencil profiles
- Other state/district/local academic assessments such as CELLA, FLKRS, and ASRA

##### Behavior

- Student Case Management
- Detentions
- Suspensions/expulsions
- Behavior referrals
- Office referrals
- Team climate surveys
- Attendance
- Referrals to special education programs

Data will be used to guide instructional decisions and procedures in order to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Monitor student growth in order to identify and develop interventions

Describe the plan to train staff on MTSS.

The district will provide training for administrators in the MTSS/RtI problem solving and data analysis process, support for school staff to understand basic MTSS/RtI principles and procedures, and a network of ongoing support to MTSS/RtI organized through feeder patterns. The school will provide professional development during early release days (Wednesdays), faculty meetings (Tuesday afternoons monthly) and/or teachers' common planning time, as needed throughout the year. The MTSS/RtI team will evaluate additional staff PD needs during the monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The MTSS team will:

- Maintain regular communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support the process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

## School-Based Literacy Leadership Team

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

Palm Springs Elementary Literacy Leadership Team consist of : Principal, Roxana Herrera; Assistant Principal, Patricia Horta; Reading Instructional Coach and Reading Department Chairperson, Elisa Toledo-Resende; Math Department Chairperson, Mayra Perez; Science Department Chairperson, Iliana Chirino; Grade Level Chairpersons, Carlos Huguet(Kinderergarten), Xochilt Campos (1st grade), Gisela Lane (2nd grade), Lourdes Bustinza (3rd grade), Barbara Saad (4th grade), Jacqueline Caballero (5th grade); Exceptional Student Education Teacher, Anna Mcdougall; Guidance Counselor, Nidia Figueroa; Media Specialist, Anneris Rivera; Community Involvement Specialist, Yariza Martin.

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job-embedded professional development at the school level. The following describes the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach:

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets at least once a month.

What process will the principal use to form and maintain a Literacy Leadership Team? The principal promotes the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach is member of the Literacy Leadership Team. The team will meet monthly throughout the school year. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

The LLT maintains a connection to the school's (MTSS) 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 Literacy Leadership Team will focus meetings by addressing the following:

- Standard based curriculum
- Data analysis (informal, formative and summative assessments)
- Implement strategies
- Monitoring progress of interventions
- Enrichment opportunities

The team will meet once a month to engage in the following activities:

- Gather and analyze academic data to make instructional decisions that will improve teaching and student achievement.
- Identify professional development needs and resources for faculty, as indicated by student data, and participate in such professional growth activities.

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

Palm Springs Elementary's 2012-2013 initiative is to ensure that all students are receiving reading intervention or enrichment that corresponds to and meets their academic needs. Progress will be monitored continuously through analysis of formal and informal data and adjusted as necessary. In addition, students who read "beyond the bell," or beyond the school day, will be recognized.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/15/2012)

## \*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.



Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through two full-time highly qualified teachers and paraprofessionals. This helps to provide our young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Palm Springs Elementary School will implement the following strategies: Establish or expand the "Welcome to Kindergarten" program (during orientation, the school gave bookbags with crayons to students too). Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. Direct school office staff to distribute "Smooth Sailing" kindergarten preparation brochures.

The High Scope Preschool Curriculum focuses on developing those skills necessary for future success in school. Emphasis is placed on increasing development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Preschool students are taught pre-readiness skills using the Houghton Mifflin Harcourt reading curriculum which includes (but is not limited to) skills such as rhyme, letter recognition, letter and sound relationships, and counting. They follow routines and a structured daily schedule in a developmentally appropriate environment, which promotes learning, acquisition of early literacy skills, and socialization skills. Instruction and activities are provided in small groups, facilitated by a teacher and fulltime paraprofessional. The preschool's observation record (COR) is used to assess children's development and school readiness in language and literacy, mathematics, science, social relations, creative representation and movement. Florida's Voluntary Pre-Kindergarten Assessment is also used to measure phonological awareness, print knowledge, oral language, vocabulary, comprehension and alphabetic principle.

The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children. The technical assistance plan for school readiness program provides encompasses a holistic approach to the professional development of all individuals associated with the delivery of quality educational programming. The delivery of staff development activities includes the use of mini-workshops, classroom observation/feedback, modeling/demonstration lessons, and peer mentors. In order to effectively determine incoming Kindergarten students' school readiness, a developmental screening instrument called the Florida Kindergarten Readiness Screener (FLKRS) is administered during the first 45 calendar days of school. Students obtain a score in one of three categories: "Demonstrating," "Emerging/Progressing," "Not Yet Demonstrating" and "No Opportunity to Observe." Using the results of the screening, which includes a portion of both the Early Childhood Observations System (EChOS) and the Florida Assessments for Instruction in Reading (FAIR), certified teachers work with students on individual needs through small group instruction.

#### \*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.

Not Applicable

#### \*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?

Not Applicable

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?

Not Applicable

#### 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](#)

Not Applicable

## 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:	On the 2012 administration of the FCAT 2.0 Reading test, 24% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is to increase FCAT Level 3 proficiency by a minimum of 6 percentage points to 30% of students or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (94)	30% (117)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In grades 3 and 5, the most critical area of deficiency according to the 2012 FCAT 2.0 Reading data was reporting category 2, Reading Application. Students demonstrated difficulty identifying the main idea (stated or implied) and relevant supporting details, drawing conclusions and inferences, determining chronological order, cause/effect, text structures/organizational patterns, author's purpose and perspective, themes and topics and comparing and contrasting elements within and across grade level text.	Provide rigorous instruction utilizing grade level appropriate complex texts, over a variety of genres, that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining and/or explaining.  Students will use graphic organizers during initial instruction to develop summary statements and identify topics and themes across texts. As skills develop, students will be able to "code" text effectively and be able to respond more masterfully to these types of questions.  Students will practice making inferences and drawing conclusions across texts, identify causal relationships embedded in text and become more familiar with text structures such as cause/effect, compare/contrast, and chronological order.	Administration, Literacy Leadership Team	Administer ongoing formative assessments focusing on students' ability to identify author's purpose in grade level appropriate texts.  Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.	Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation  Summative: 2013 FCAT 2.0 Reading Assessment
	In grade 4, the most critical area of deficiency according to the 2012 FCAT 2.0 Reading data was reporting category	Provide rigorous instruction utilizing grade level appropriate texts that include using poetry to practice identifying	Administration, Literacy Leadership Team	Administer ongoing formative assessments focusing on students' ability to identify and interpret descriptive,	Formative monthly assessments; District Interim data reports; Florida

2	3, Literary Analysis: Fiction/Non-fiction. Students demonstrated difficulty identifying and explaining the author's use of descriptive (mood, imagery), idiomatic and figurative (simile, metaphor, personification) language to describe people, feelings, objects, etc. in text.	descriptive language that defines moods and provides imagery. Students will also need to note how authors use idiomatic and figurative language.  Students need additional support in analyzing elements of plot structure including exposition, setting, character development and point of view, rising/falling action, problem/resolution and theme in fiction and locating, explaining and the use of information from text features in non-fiction.	idiomatic and figurative language in grade level appropriate texts.  Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.	Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation  Summative: 2013 FCAT 2.0 Reading Assessment
3				

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:	The results of the 2012 Florida Alternative Assessment indicate that 100% of tested students achieved Levels 4, 5 and 6. Our 2013 goal is to maintain satisfactory proficiency at Levels 4, 5 and 6 or improve it by decreasing 100% to 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

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.  The student needs reinforcement in understanding the sequence of events in a given story.	1B.1.  Use texts that provide print with visuals, in order to support understanding of the elements of the story structure and chronological order.	1B.1.  Administration & Literacy Leadership Team	1B.1.  Review ongoing formative assessment data monthly to ensure progress is being made and adjust instruction as needed	1B.1.  Formative Assessment: Teacher generated assessments  Summative Assessment: 2013 Florida Alternative Assessment
2					

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:  On the 2012 administration of the FCAT 2.0 Reading test, 26% of students achieved proficiency (FCAT Levels 4-5).  The 2013 expected level of performance is to increase FCAT Level 4 and 5 proficiency by a minimum of 2
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	percentage points to 28% of students or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (100)	28% (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	2A.1. An area which showed a decline according to the 2012 FCAT 2.0 Reading data was reporting category 3, Literary Analysis: Fiction and Nonfiction. Students demonstrated difficulty identifying language which defines mood and provides imagery. Students also demonstrated difficulty understanding how authors use figurative language.	2A.1. Use poetry to provide students practice with identifying descriptive language which defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors and personification. Use biographies and diary entries, among other varieties of text, to teach students to identify and interpret elements of story structure.  Provide a variety of instructional strategies that will teach students to understand character development and character point of view.	2A.1. Administration, Literacy Leadership Team	2A.1. Review and discuss ongoing assessment results monthly through small group data chats to ensure progress is being made and adjust instruction accordingly.  Utilize grade level meetings for teachers to discuss effective strategies and activities that will challenge and support student progress.	2A.1. Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation  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:	N/A
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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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	On the 2012 administration of the FCAT 2.0 Reading test, 76% of students made learning gains.  The 2013 expected level of performance is for 81% or more of students to make learning gains, reflecting a minimum increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (188)	81% (200)

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>3A.1.</p> <p>Students require greater opportunities beyond the core reading program to receive additional high quality instruction that meets and supports their academic needs. Therefore, during school services will be enhanced and supplemental educational services such as tutoring through after school programs will be implemented for targeted students.</p> <p>This additional small group reading comprehension instruction will address ongoing data-driven academic needs. Two of the most critical areas of focus will be in the areas of Reading Application and Literary Analysis: Fiction/Non-fiction, as determined by the results of the 2012 FCAT 2.0 Reading test.</p>	<p>3A.1.</p> <p>Focus on high quality, effective, small group differentiated instruction during the 90-minute reading block to address individual academic needs on an ongoing basis, as aligned with the Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RTI) model.</p> <p>Small group reading comprehension instruction will address ongoing data-driven academic needs while, initially, focusing heavily on two of the most critical areas - that of Reading Application and Literary Analysis: Fiction/Non-fiction, as determined by the results of the 2012 FCAT 2.0 Reading test.</p> <p>Provide in-classroom support in the planning and implementation of small group differentiated instruction.</p> <p>Provide students with explicit direct instruction through skills-focused lessons in small groups, utilizing the FCRR and LEARN online resources, and others. Provide continued practice with application of skills and strategies in connected text through Guided Reading, in the same small group setting.</p>	<p>3A.1.</p> <p>Administration, Literacy Leadership Team</p>	<p>3A.1.</p> <p>Review progress monthly.</p> <p>Conduct ongoing classroom walkthroughs to allow monitoring of implementation</p>	<p>3A.1.</p> <p>Formative: monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; student authentic work; teacher observation during small group instruction</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
	<p>3A.2.</p> <p>While use of computer-assisted instructional programs are attributed</p>	<p>3A.2.</p> <p>Increase student access to use of computer-assisted instructional</p>	<p>3A.2.</p> <p>Administration, Literacy Leadership Team</p>	<p>3A.2.</p> <p>Review computer-assisted instructional program reports (from</p>	<p>3A.2.</p> <p>Formative: Successmaker, FCAT Explorer and</p>

2	<p>in part to learning gains, continuous access to the programs may be hindered due to limited technical assistance on campus, access limited by small numbers of computers in classrooms, as well as a possible lack of daily internet access in students' homes.</p> <p>According to the 2012 FCAT 2.0 Reading data, two of the most critical areas of deficiency are in the areas of Reading Application and Literary Analysis: Fiction/Non-fiction. Access to computer-assisted instructional programs will provide all students with the additional individualized skills-focused practice.</p>	<p>programs, such as Successmaker, through utilization of the school-site computer lab.</p> <p>Develop lab schedules in order to optimize usage of computer-assisted instructional programs during school hours.</p> <p>Provide students supervised access to the computer lab during morning arrival (30 minutes prior to the start of the school day) and at dismissal (for 30 minutes after the end of the school day).</p> <p>Encourage use of internet-based programs (such as Ticket to Read, Riverdeep and FCAT Explorer) "beyond the bell," in order to increase learning and practice opportunities.</p>		<p>Successmaker, FCAT Explorer and FOCUS) weekly to ensure that students are using the programs consistently and monitor that adequate progress is being made. Make leveled placement adjustments as necessary.</p>	<p>Ticket to Read reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
3					
4	<p>3A.3.</p> <p>In grades 3-5, the most critical area of deficiency according to the 2012 FCAT 2.0 Reading data was reporting category 2, Reading Application. Students demonstrated difficulty identifying the main idea (stated or implied) and relevant supporting details, drawing conclusions and inferences, determining chronological order, cause/effect, text structures/organizational patterns, author's purpose and perspective, themes and topics and contrasting elements within and across grade level text.</p> <p>A secondary area of deficiency, reporting category 3, Literary Analysis: Fiction and Nonfiction, will also be an area of focus.</p>	<p>3A.3.</p> <p>Provide rigorous instruction utilizing grade level appropriate complex texts, over a variety of genres, that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining and/or explaining.</p> <p>Students will use graphic organizers during initial instruction to organize text-based information, develop summary statements and identify topics and themes across texts. As skills develop over time, students will be able to "code" text effectively and be able to respond more masterfully to these types of questions, reducing the need for use of graphic organizers as an extra step in understanding text.</p> <p>Students will practice making inferences and drawing conclusions across texts, identify causal relationships embedded in text and become more familiar with text structures such as cause/effect, compare/contrast, and chronological order.</p>	<p>Administration, Literacy Leadership Team</p>	<p>Administer ongoing formative assessments focusing on students' ability to identify author's purpose in grade level appropriate texts.</p> <p>Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.</p>	<p>Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Reading Goal #4:  On the 2012 administration of the FCAT 2.0 Reading test, 79% of the lowest 25% of students made learning gains. The 2013 expected level of performance is that 84% or better of the lowest 25% of students, will make learning gains in reading, reflecting a minimum increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (51)	84% (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
4A.1.  There is an increased number of students entering grades 3-5 who are having difficulty comprehending grade level text, due to gaps in reading skills. This makes intervention critical and additional individualized instruction necessary outside of the 90-minute reading block, to address their academic needs.  The most critical area of deficiency as noted	4A.1.  Identify the lowest performing 3rd-5th graders and provide students with immediate intensive intervention during school daily to address their academic needs, utilizing scaffolded explicit instruction, multi-leveled materials and a variety of research-based and evidence-based resources such as Voyager, Successmaker, FCRR activities and other supplementary materials.	4A.1.  MTSS/Response-to-Intervention (RTI) team	4A.1.  Implement the Successmaker RtI intervention model where students will participate in 2 daily Successmaker Reading sessions for approximately of about 13 min. each while also receiving teacher/tutor-led needs-based instruction for 45 minutes daily in a small group setting.  Hourly paraprofessionals and an hourly teacher will	4A.1.  Formative: Successmaker CAI program reports; Tier 3 weekly ongoing progress monitoring assessment data; Florida Assessments in Reading (FAIR) data reports, in-class assessments; District Interim data reports; student authentic

1	<p>according to the 2012 FCAT 2.0 Reading data was reporting category 2, Reading Application. Students demonstrated difficulty identifying the main idea, author's purpose and perspective, themes and topics in grade level text.</p>	<p>Utilize grade level appropriate texts that include an identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining and/or explaining.</p> <p>Students will use graphic organizers during initial instruction to develop summary statements and identify topics and themes across texts. As skills develop, students will be able to "code" text effectively and be able to respond more masterfully to these types of questions.</p> <p>Students will practice making inferences and drawing conclusions across texts, identify causal relationships embedded in text and become more familiar with text structures such as cause/effect, compare/contrast, and chronological order.</p>	<p>utilize a research-based reading program to work with small groups of students not meeting high standards to reteach, reinforce, and reassess.</p> <p>Teachers and paraprofessionals will maintain communication to ensure students are making adequate progress and adjust instruction as needed.</p> <p>Review and discuss formative assessment data to ensure progress is being made and adjust instruction accordingly.</p> <p>Utilize grade level meetings for teachers to discuss effective strategies and activities that will challenge and support student progress.</p> <p>The administrator will monitor.</p>	<p>work; teacher observation during small group instruction.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2				

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The results from the 2012 FCAT 2.0 Reading Test indicate that 50% (194 students) achieved Levels 3-5 proficiency in grades 3-5. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	63%	67%	71%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Reading Goal #5B:  On the 2012 administration of the FCAT 2.0 Reading test, 53% of Hispanic students achieved proficiency, reflecting 7 percentage points below the expected level of achievement. The 2013 expected level of performance is that 63% or more of Hispanic students will achieve proficiency in reading, reflecting a minimum increase of 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 53% (199)  White: N/A Black: N/A Asian: N/A American Indian: N/A	Hispanic: 63% (237)  White: N/A Black: N/A Asian: N/A American Indian: N/A



Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1.</p> <p>Hispanic students require ongoing scaffolded instruction in vocabulary and reading comprehension. Therefore, additional strategies will be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>5B.1.</p> <p>During pre-reading activities, concept maps will be utilized to help build students' general knowledge of word meanings and relationships, synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.</p> <p>Utilize various types of graphic organizers before-, during and after reading to demonstrate meanings and relationships between vocabulary words and develop a summary or other content skill statements (i.e. causal relationships, comparisons, etc.) which demonstrate reading comprehension.</p> <p>Instruction will provide students with skills in understanding connotative language.</p> <p>More instruction will be given on the meanings of words, phrases and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Classroom read alouds will occur daily to increase students' exposure to vocabulary and reading for pleasure.</p>	<p>5B.1.</p> <p>Literacy Leadership Team and MTSS/Response-to-Intervention (RtI) team</p>	<p>5B.1.</p> <p>Provide additional training and in- classroom support in the use of vocabulary and comprehension graphic organizers.</p> <p>Provide explicit direct instruction to students in the use of vocabulary and comprehension graphic organizers.</p> <p>Utilize grade level meetings and professional learning communities for teachers to discuss the effectiveness of strategies, activities and student progress.</p> <p>Conduct ongoing classroom walkthroughs to monitor implementation.</p>	<p>5B.1.</p> <p>Formative: Ongoing assessments; District Interim data reports; student authentic work; Florida Assessments in Reading (FAIR) data reports.</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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Reading Goal #5C:</p> <p>On the 2012 administration of the FCAT 2.0 Reading Test, 43% of the English Language Learners achieved at or above grade level in Reading, reflecting 9 percentage points below the expected level of achievement. The 2013 expected level of performance is that 57% or more of English Language Learners will achieve proficiency in reading, reflecting a minimum increase of 14 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

43% (67)			57% (89)		
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>A decline was evident among this group as compared to previous performance of this population. This result is primarily attributed to the format of instructional delivery implemented for English Language Learners last year. English Language Learners (ELL) were placed in homogenous classrooms to receive core reading instruction, while the ELL teacher delivered resource services to ESOL Level 1 students, regardless of number of semesters in the ESOL program.</p> <p>While ESOL students of less than 2 years require additional opportunities for individualized instruction by teachers, ELL students with 2 years or more require opportunities for peer-modeling and increased rigor to support greater growth and student achievement. Therefore, ELL students with more than 3 semesters (or 18 months) in the ESOL program will be placed in the mainstream heterogeneous general education classrooms, with an ESOL endorsed teacher.</p>	<p>5C.1.</p> <p>A more heterogeneous (widespread) placement of English Language Learners with more than 3 semesters/18 months in the ESOL program, regardless of ESOL Level, into general education classrooms will benefit this group of students by providing peer models, further challenging students to meet expectations and enable the teacher to individualize instruction in small groups. General education teachers with ELL students will utilize ESOL strategies during instruction.</p> <p>Schedules will be adjusted to reflect a resource model/format of instructional delivery only for ESOL program students of less than 18 months, in order to meet these students' academic and language needs.</p>	<p>5C.1.</p> <p>Administration, Literacy Leadership Team</p>	<p>5C.1.</p> <p>Ensure that ELL students of less than 18 months, who are ESOL Level 1 according to CELLA, are provided resource classroom assignments with an ELL teacher for core reading instruction during the 90 minute reading block through fixed schedules. ELL in the ESOL program for more than 18 months will be placed in general education classrooms.</p>	<p>5C.1.</p> <p>Formative: Monitor student progress with weekly/bi-weekly assessments; Florida Assessments in Reading (FAIR) data reports.</p> <p>Diagnostic: FAIR Toolkit, Words Their Way Spelling Inventory, DAR</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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Reading Goal #5D:</p> <p>On the 2012 administration of the FCAT 2.0 Reading Test, 23% of the Students with Disabilities achieved at or above grade level in Reading, reflecting 6 percentage points below the expected level of achievement. The 2013 expected level of performance is that 35% or more of Students with Disabilities will achieve proficiency in reading, reflecting a minimum increase of 12 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>23% (9)</p>	<p>35% (14)</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>5D.1.</p> <p>Students with Disabilities require ongoing scaffolded instruction in vocabulary and reading comprehension. Therefore, additional strategies will be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>5D.1.</p> <p>During pre-reading activities, concept maps will be utilized to help build students' general knowledge of word meanings and relationships, synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.</p> <p>Utilize various types of graphic organizers before-, during and after reading to demonstrate meanings and relationships between vocabulary words and develop a summary or other content skill statements (i.e. causal relationships, comparisons, etc.) which demonstrate reading comprehension.</p> <p>Instruction will provide students with skills in understanding connotative language.</p> <p>More instruction will be given on the meanings of words, phrases and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Classroom read alouds will occur daily to increase students' exposure to vocabulary and reading for pleasure.</p>	<p>5D.1.</p> <p>Literacy Leadership Team and MTSS/Response-to-Intervention (RtI) team</p>	<p>5D.1.</p> <p>Provide additional training and in- classroom support in the use of vocabulary and comprehension graphic organizers.</p> <p>Provide explicit direct instruction to students in the use of vocabulary and comprehension graphic organizers.</p> <p>Utilize grade level meetings and professional learning communities for teachers to discuss the effectiveness of strategies, activities and student progress.</p> <p>Conduct ongoing classroom walkthroughs to monitor implementation.</p>	<p>5D.1.</p> <p>Formative: Ongoing assessments; District Interim data reports; student authentic work; Florida Assessments in Reading (FAIR) data reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2					

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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Reading Goal #5E:</p> <p>On the 2012 administration of the FCAT 2.0 Reading test, 52% of Economically Disadvantaged students achieved proficiency, reflecting 6 percentage points below the expected level of achievement. The 2013 expected level of performance is that 62% or more of Economically Disadvantaged will achieve proficiency in reading, reflecting a minimum increase of 10 percentage points.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (190)	62% (227)

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>Economically disadvantaged students require ongoing scaffolded instruction in vocabulary and reading comprehension. Therefore, additional strategies will be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>5E.1.</p> <p>During pre-reading activities, concept maps will be utilized to help build students' general knowledge of word meanings and relationships, synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.</p> <p>Utilize various types of graphic organizers before-, during and after reading to demonstrate meanings and relationships between vocabulary words and develop a summary or other content skill statements (i.e. causal relationships, comparisons, etc.) which demonstrate reading comprehension.</p> <p>Instruction will provide students with skills in understanding connotative language.</p> <p>More instruction will be given on the meanings of words, phrases and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Classroom read alouds will occur daily to increase students' exposure to vocabulary and reading for pleasure.</p>	<p>5E.1.</p> <p>Literacy Leadership Team and MTSS/Response to Intervention (RtI) team</p>	<p>5E.1.</p> <p>Provide additional training and in-classroom support in the use of vocabulary and comprehension graphic organizers.</p> <p>Provide explicit direct instruction to students in the use of vocabulary and comprehension graphic organizers.</p> <p>Utilize grade level meetings and professional learning communities for teachers to discuss the effectiveness of strategies, activities and student progress.</p> <p>Conduct ongoing classroom walkthroughs to monitor implementation.</p>	<p>5E.1.</p> <p>Formative: Ongoing assessments; District Interim data reports; student authentic work; Florida Assessments in Reading (FAIR) data reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p> <p>Summative: 2012 FCAT 2.0 Reading Assessment</p>
2					

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
PLC focus on the areas corresponding to the identified reporting categories and limited proficiency subgroups	K-5	PLC Leader and Reading Coach	K-5 Reading Teachers	Two Wednesday afternoons at 2:20 p.m.: October 10, 2012 and November 14, 2012	Discussions at grade level meetings	Administration
Evidence-based strategies in the areas corresponding to the identified reporting categories including:  <ul style="list-style-type: none"> <li>• Planning for depth of instruction/ Rigor (FCAT benchmarks and Common Core Standards)</li> <li>• Reader's Response journals to increase comprehension (writing to respond, summarize, analyze)</li> <li>• Transitioning from NGSSS to Common Core Standards</li> <li>• Research-based vocabulary strategies</li> <li>• Close analytic read</li> </ul>	K-5	Reading Coach	K-5 Reading Teachers	Four weekly grade level common planning days: October 2, 2012, October 23, 2012, November 27, 2012 and January 8, 2013;  Professional Development Day: November 6, 2012	Classroom walk-throughs, grade level meetings/discussions, lesson study groups, data chats	Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool tutoring for less-proficient students	Supplementary materials (Curriculum Associates CARS and STARS)	Title I	\$3,000.00
Provide rigorous instruction using grade level, real world informational text (Social Studies)	Time for Kids – 2nd grade	EESAC	\$500.00
Enhanced systematic, explicit instruction with vocabulary that focuses on affixes and roots (prefixes, suffixes, etc.)	Sadlier-Oxford Vocabulary Resource - Gr. 3-5	Title I	\$2,000.00
			Subtotal: \$5,500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Enhanced instruction through technology	Smartboard	Title I	\$10,000.00
			Subtotal: \$10,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
Providing students increased access to complex text for comprehensive reading skills application	Exemplar texts identified by the Common Core Standards curriculum guide	Title I	\$2,000.00
			Subtotal: \$12,000.00
			<b>Grand Total: \$27,500.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		CELLA Goal #1: The results of the 2012 administration of the CELLA test indicate that 42% of English Language Learners scored proficient on the Listening/Speaking task. Our goal for 2013 performance is to increase proficiency by 1 percentage point to 43%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
42% (154)					
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. ELL students have generally had limited exposure to the English language and thus lack the receptive and expressive vocabulary necessary to communicate and understand English proficiently. Therefore, students need a high level of support in understanding and applying correct conventional English skills in listening and	1.1. Meaningful language practice will be provided using a variety of instructional strategies, in the context of listening and speaking activities.  Part of instruction will focus on spoken vocabulary, using ESOL strategies, such as the Language Experience Approach, use of simple and direct language, modeling, teacher-led	1.1. Literacy Leadership Team, ELL Program Coordinator	1.1. Ongoing classroom observations and verbal assessments, focusing on the students' ability to use conventional English skills in verbal communication activities, to ensure progress is being made. Adjust instruction as needed.  Conduct monthly data chats to attain teacher feedback on effectiveness of	1.1. Formative: Teacher-made assessments, observations of verbal usage  Summative: 2013 CELLA

1	speaking.	<p>groups, discussions, choral reading, cooperative learning, role play and read alouds, while incorporating visual literacy using illustrations, diagrams, labels, etc.</p> <p>Instruction will also focus on listening skills, using ESOL strategies, such as Total Physical Response (TPR) and choral reading.</p> <p>The Imagine Learning software program will be utilized with ESOL Level 1 students to stimulate growth and understanding of oral language and acquisition of phonics and language patterns.</p> <p>Explicit instruction in conventional English skills (such as subject /verb agreement) and phonics skills addressing a variety of phonics patterns (such as long vowel patterns and inflectional endings), will further support student engagement, oral development and language achievement, while gradually enhancing grammar and vocabulary usage.</p> <p>Participation in the grant-funded CANA program, Cultural Awareness for New Americans, will also provide new ELL students with scaffolded support in listening and speaking skills along with instruction with American cultural awareness concepts.</p>		strategy.	
2					

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

<p>2. Students scoring proficient in reading.</p> <p>CELLA Goal #2:</p>	<p>CELLA Goal #2:</p> <p>The results of the 2012 administration of the CELLA test indicate that 26% of English Language Learners scored proficient on the Reading task. Our goal for 2013 performance is to increase proficiency by 1 percentage point to 27%.</p>
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2012 Current Percent of Students Proficient in reading:

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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>2.1.</p> <p>ELL students have limited proficiency with the English language and its structures, which inhibits the ability to read fluently. ELL students require explicit and scaffolded instruction in both the vocabulary components of English and in reading comprehension. Therefore, students need a high level of support in understanding the main idea, relevant supporting details, implied message, inference, chronological order and be able to identify text structures – especially with moderate and high complexity text.</p> <p>Additional strategies will need to be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>2.1.</p> <p>Differentiate and scaffold instruction to accommodate students' differences, varying readiness levels and learning modalities by varying text complexity while focusing on text structures, vocabulary strategies and comprehension strategies, along with graphic organizers to organize and analyze text concepts and increase comprehension.</p> <p>ELL strategies such as the use of think alouds, cognates, semantic mapping, discussion, coding text, reciprocal teaching, retelling, summarizing and the SQ3R pre-reading strategy will help support comprehension. Note-taking and reader response journals will also be beneficial.</p> <p>Fluency skills practice opportunities will be incorporated to enhance automaticity, as well as systematic phonics instruction for decoding accuracy.</p> <p>Focus on activities that include identifying main idea, making inferences, drawing conclusions, returning to text to support answers, analyzing stated vs. implied main ideas, interacting with text, text structures and summarizing text will develop reading skills when used hand-in-hand with instruction.</p>	<p>2.1.</p> <p>Literacy Leadership Team</p>	<p>2.1.</p> <p>Ongoing classroom assessments focusing on students' ability to draw conclusions, make inferences, determine main idea and identify text structures in grade level text to ensure progress is being made and adjust intervention as needed.</p> <p>Conduct monthly data chats to determine effectiveness of instruction and adjust accordingly.</p>	<p>2.1.</p> <p>Formative: FAIR, teacher-made assessments, District Interim assessments, reader response journals</p> <p>Summative: 2013 CELLA</p>
2					

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

CELLA Goal #3:



3. Students scoring proficient in writing.

CELLA Goal #3:

On the 2012 administration of the CELLA test, 22% of English Language Learners scored proficient on the Writing task.

Our goal for 2013 performance is to increase proficiency by 1 percentage point to 23%.

2012 Current Percent of Students Proficient in writing:

22% (82)

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>3.1.</p> <p>ELL students require ongoing scaffolded instruction in vocabulary and English language structure. Students also require additional support in the development of ideas through the use of relevant details enhanced with mature vocabulary and the proper conventions of English. Therefore, additional strategies must be utilized which address these needs.</p>	<p>3.1.</p> <p>Effective writing will be modeled by the teacher. Mentor texts, exemplar papers and rubrics will be used. Conversations about ideas for writing will occur before, during and after writing. Grammar, spelling and punctuation lessons will support writing mechanics. The use of graphic organizers will support planning writing that is logical, sequential and organized. Teacher-student conferences will support individualized growth.</p> <p>Utilize Writer's notebooks and student writing portfolios as writing process tools which demonstrate application of the stages of writing (planning/prewriting, drafting, revising, editing and publishing), practice with writer's craft techniques to support the use of details, elaboration and voice and the development of writing over time. The use of journals will provide additional practice and serve the purpose of developing writing fluency.</p> <p>Individual student writing resource folders, called Writer's Survival Kits, will support ELL by existing as ongoing compiled references of writing lessons and specialized word lists that will facilitate</p>	<p>3.1.</p> <p>Literacy Leadership Team</p>	<p>3.1.</p> <p>Review and analyze student entries in Writer's notebooks.</p> <p>Assess writing monthly, monitor student progress and adjust instruction as necessary.</p> <p>Analyze holistic data monthly and conduct data chats to assess effectiveness of strategy.</p>	<p>3.1.</p> <p>Formative: Writer's notebooks, monthly writing assessments, District pre-test and mid-year assessments</p> <p>Summative: 2013 CELLA</p>

		transfer of effective writing skills			
2					

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention	Supplementary materials (Triumph Learning: Break Away to Reading Success)	Title I	\$922.00
Provide ELL students with needs-based systematic phonics instruction, as it pertains to patterns in the English language	Supplementary materials (Curriculum Associates: Phonics for Reading)	Title I	\$500.00
			Subtotal: \$1,422.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Access to Imagine Learning Software Program for new language learners (ESOL Level 1 students)	Laptops and headphones	Title I	\$2,100.00
Access to Imagine Learning Software Program for new language learners (ESOL Level 1 students)	Computers and Printers		\$3,620.00
			Subtotal: \$5,720.00
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: \$7,142.00

# 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:	On the 2012 administration of the FCAT 2.0 Mathematics test, 27% of students achieved proficiency (FCAT Level 3). The 2013 expected level of performance is that 33% or more of students will achieve proficiency in mathematics, reflecting a minimum increase of 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (106)	33% (129)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>In grades 3, 4 and 5, the most critical area of deficiency according to the 2012 FCAT 2.0 Mathematics data was Number: Base Ten and Fractions (reporting category 2 in grade 3, reporting category 3 in grade 4 and reporting category 1 in grade 5).</p> <p>In grade 3, students demonstrate difficulty understanding fractions and fraction equivalence.</p> <p>In grade 4, students demonstrate difficulty relating fractions to decimals and percents as well as generating equivalent fractions and simplifying fractions.</p> <p>In grade 5, students have difficulty with addition and subtraction of fractions and decimals as well as factors and multiples in the context of fractions.</p>	<p>Increase opportunities for all students to develop an understanding of fractions and fraction equivalence. In grade 5, focus instruction on factors, multiples and addition and subtraction of fractions.</p> <p>Engage students in Go Math! Technology activities that provide visual stimulus to develop conceptual understanding of fractions.</p> <p>Utilize the intervention skills resources from thinkcentral.com, along with Successmaker Math and Riverdeep Math computer-assisted instructional programs, to support students in achieving proficiency of these skills.</p>	MTSS/Response to Intervention (RtI) Leadership Team	<p>Review and discuss assessment data monthly, through small group data chats, to ensure progress is being made and adjust instruction as needed.</p> <p>Utilize grade level meetings to obtain teacher feedback on effectiveness of manipulative use with students.</p>	<p>Formative: Weekly/biweekly assessments; District Interim data reports; Math journals; Student authentic work.</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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	The results of the 2012 Florida Alternative Assessment indicate that 100% of tested students achieved Levels 4, 5 and 6. Our 2013 goal is to maintain satisfactory proficiency at Levels 4, 5 and 6 or improve it by decreasing 100% to 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (1)			100% (1)		
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 student needs additional opportunities to use mathematics vocabulary in verbal explanations of math problems.	The teacher will use repetition for long-term learning of math concepts.	Administration & MTSS/Response to Intervention (RtI) team	Observe student's verbal explanations of how to solve mathematics problems weekly.  Review ongoing formative assessment data monthly to ensure progress is being made and adjust instruction as needed	Formative Assessment: Teacher generated assessments  Summative Assessment: 2013 Florida Alternative 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:	On the 2012 administration of the FCAT 2.0 Mathematics test, 31% of students scored above proficiency (FCAT Levels 4-5). The 2013 expected level of performance is that 33% or more of students will score above proficiency in mathematics, reflecting a minimum increase of 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (120)	33% (129)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In grades 3, 4 and 5, the most critical area of deficiency according to the 2012 FCAT 2.0 Mathematics data was Geometry and Measurement (reporting category 3 in each grade).  In grade 3, students demonstrate difficulty describing and analyzing properties of two-dimensional shapes and selecting appropriate units, strategies and tools to solve problems involving perimeter.  In grade 4, students demonstrate difficulty determining the area of two-dimensional shapes, classifying angles and identifying and describing the results of transformations.  In grade 5, students	Provide more rigorous grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop the foundations for understanding perimeter, area, volume and surface area. These activities should include the selection of appropriate units, strategies and tools to solve problems involving these measures.  Engage students in activities involving technology, through programs such as Go Math!, Riverdeep and Successmaker, and resources such as GZMOS, Brainpop and the National Library of Manipulatives, which provide the visual stimulus to help students develop a conceptual understanding of	MTSS/Response to Intervention (RtI) Leadership Team	Review and discuss assessment data monthly through small group data chats to ensure progress is being made and adjust instruction as needed. Student participation in competitions hosted by M-DCPS or sponsored by local community organizations.	Formative: Weekly/bi-weekly assessments; District Interim data reports; Student authentic work  Summative: 2013 FCAT 2.0 Mathematics Assessment

<p>have difficulty: analyzing the properties of 3-dimensional shapes which include volume and surface area, converting units of measures within the same dimension to solve problems and solving problems requiring attention to approximations, selections of appropriate tools, precision in measurement and applying formulas of area.</p> <p>Students scoring at FCAT Levels 4 and 5 require more enrichment activities involving geometric and measurement concepts.</p>	<p>measurement, geometry and spatial sense.</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>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal # 2b:</p>	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal # 3a:</p>	<p>On the 2012 administration of the FCAT 2.0 Mathematics test, 77% of students made learning gains. The 2013 expected level of performance is that 82% or more of students will make learning gains in mathematics, reflecting a minimum increase of 5 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (190)	82% (203)

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
	Disaggregated data	Provide contexts for	MTSS/Response to	Review and discuss Math	Formative:

1

<p>indicates that students in grades 3 and 4 require additional contexts for exploration and development of Number: Operations and Problems concepts ( reporting category 1).</p> <p>Disaggregated data indicates that students in grade 5 require additional contexts for exploration and development of algebraic Expressions, Equations and Statistics (reporting category 2).</p>	<p>mathematical exploration and development of number operations and problems concepts (grades 3 and 4) and algebraic expressions and equations concepts (grade 5), through the use of manipulatives and engaging opportunities for practice.</p> <p>In grades 3 and 4, provide grade level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns and use of number patterns to help students extend their knowledge of properties of numbers and operations.</p> <p>In grade 5, additional instruction will focus on making concrete connections to abstract algebraic concepts through the use of both real and virtual manipulatives (National Library of Virtual Manipulatives), balance scales (to incorporate properties of equality) and pictorial clues. Increase opportunities for students to use the properties of equality to solve numerical and real world situations and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Utilize cooperative learning groups to engage students in problem-solving activities which require mathematical discourse to communicate thinking.</p>	<p>Intervention (RtI) Leadership Team</p>	<p>Journals and weekly/bi-weekly assessments through small group data chats to ensure progress is being made and adjust instruction as needed.</p> <p>Utilize grade level meetings to obtain teacher feedback on effectiveness of manipulative use with students.</p>	<p>Weekly/bi-weekly assessments; student generated work in math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
<p>Disaggregated data indicates that all students are struggling with higher complexity items that require multi-step problem solving skills. Therefore, the mathematics department chairperson and grade level teams of mathematics teachers will refine and implement a consistent problem-solving process/protocol for students to use.</p>	<p>Implement a school wide mathematics problem-solving protocol, called the "Show the Problem" technique, to develop students' multi-step problem solving skills and higher order thinking skills. This technique encourages students to draw a picture, make an organized list, make a table or graph, act it out or use objects to solve problems.</p> <p>Another technique called "Solving a Simpler Problem," will teach students how to break down complex, multi-step</p>	<p>MTSS/Response to Intervention (RtI) Leadership Team</p>	<p>Review and discuss Word Problem-of-the-Day Math Journals during whole group activities and ongoing assessment data monthly through small group data chats to ensure progress is being made and adjust instruction as needed.</p> <p>Utilize grade level meetings to obtain teacher feedback on the effectiveness of multi-step problem solving protocols and tools with students.</p>	<p>Formative: Weekly/bi-weekly assessments; student generated work in math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

2		<p>problems by chunking text.</p> <p>In addition, a Word Problem-of-the-Day activity will be implemented at the beginning of each daily lesson, to provide additional practice and reinforcement with these techniques/protocols. Included will be rigorous real-world problems, aligned to the content students are learning.</p> <p>Solving multi-step problems in cooperative groups will enable mathematical discourse among students to communicate thinking and processes while enabling students opportunities to verify the reasonableness of results.</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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2012 administration of the FCAT 2.0 Mathematics test, 82% of the lowest 25% of students made learning gains. The 2013 expected level of performance is that 87% or more of the lowest 25% of students will make learning gains in mathematics, reflecting a minimum increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (57)	87% (60)

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>Disaggregated data indicates that students in grades 3-5 require additional contexts for exploration and development of Number: Operations and Problems concepts ( reporting category 1).</p> <p>Students in the lowest 25% require small group individualized instruction and additional support in Number: Operations and Problems concepts.</p>	<p>Use manipulatives to enhance student learning by enabling concrete representation of concepts in order to move students toward developing abstract conceptual understanding of number sense operations.</p>	MTSS/Response to Intervention (RtI) Leadership Team	<p>Review assessment data to ensure students are making adequate progress and adjust instruction as needed.</p> <p>Review computer-assisted program reports to ensure students are making progress.</p>	<p>Formative: In-class observation, ongoing classroom assessments, District Interim assessments, student authentic work, reports generated from FCAT Explorer and Successmaker.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
2	<p>Disaggregated data indicates that students in grades 3-5 require additional contexts for exploration and development of Number: Operations and Problems concepts (reporting category 1).</p> <p>Students in the lowest 25% require additional opportunities to develop quick recall of addition, subtraction, multiplication and division facts. These opportunities will be provided through small group intervention with a tutor and also through the use of computer-assisted instructional programs. As students improve, computational errors will be minimized and mathematics fluency will increase.</p>	<p>Identify the lowest performing students and their instructional needs, based on ongoing 3rd-5th grade assessment data.</p> <p>Provide individualized instruction/intensive intervention (tutoring) during school hours, as well as before or after school, if monetary resources allow.</p> <p>Provide opportunities for students to develop quick recall of multiplication facts and related division facts in order to develop fluency with whole numbers.</p> <p>Engage students in activities which use technology (such as Riverdeep, Successmaker, FCAT Explorer, FOCUS, National Library of Virtual Manipulatives) as exploration tools of math concepts and extra practice.</p> <p>Provide routine access to the computer lab for students to use computer-assisted instructional programs including Successmaker and FCAT Explorer.</p>	MTSS/Response to Intervention (RtI) Leadership Team	<p>Review student work to ensure students are making adequate progress and adjust instruction as needed.</p> <p>Review computer-assisted program reports to ensure students are making progress.</p>	<p>Formative: In-class observation, ongoing classroom assessments, District Interim assessments, student authentic work, reports generated from FCAT Explorer and Successmaker.</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 #

The results from the 2012 FCAT 2.0 Mathematics Test indicate that 58% (226 students) achieved Levels 3-5 proficiency in grades 3-5.

5A :



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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:	On the 2012 administration of the FCAT 2.0 Mathematics test, 61% of Hispanic students achieved proficiency, reflecting 4 percentage points below the expected level of achievement. The 2013 expected level of performance is that 68% or more of Hispanic students will achieve proficiency in mathematics, reflecting a minimum increase of 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (229)	68% (256)

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	Disaggregated data indicates that Hispanic students in grades 3-5 require additional contexts for exploration and development of Number and Operations concepts, reporting category 1, in order to increase proficiency.	Use carefully selected literature (picture books) in mathematics to provide necessary meaning for students to successfully grasp mathematical concepts and vocabulary, while making connections to real-world situations.	MTSS/Response to Intervention (RtI) Leadership Team	Review and maintain communication to ensure students are making adequate progress and adjust instruction as needed.  Review computer-assisted program reports to ensure students are making progress.	Formative: Reports generated from FCAT Explorer and Successmaker.  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:	On the 2012 administration of the FCAT 2.0 Mathematics test, 48% of the English Language Learners achieved at or above grade level in Mathematics, reflecting 8 percentage points below the expected level of achievement. The 2013 expected level of performance is that 60% or more of English Language Learners will achieve proficiency in mathematics, reflecting a minimum increase of 12 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (75)	60% (94)

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	Disaggregated data indicates that English Language Learners in grades 3-5 require additional contexts for exploration and development of Number and Operations concepts,	Use carefully selected literature (picture books) in mathematics to provide necessary meaning for students to successfully grasp mathematical concepts and vocabulary, while	MTSS/Response to Intervention (RtI) Leadership Team	Review and maintain communication to ensure students are making adequate progress and adjust instruction as needed.  Review computer-	Formative: Reports generated from FCAT Explorer and Successmaker.  Summative: 2013 FCAT 2.0 Mathematics

reporting category 1, in order to increase proficiency.	making connections to real-world situations.	assisted program reports to ensure students are making progress.	Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	On the 2012 administration of the FCAT 2.0 Mathematics test, 28% of the Students with Disabilities achieved at or above grade level in Mathematics, reflecting 12 percentage points below the expected level of achievement. The 2013 expected level of performance is that 45% or more of Students with Disabilities will achieve proficiency in mathematics, reflecting a minimum increase of 17 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (11)	45% (18)

**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	Disaggregated data indicates that Students with Disabilities in grades 3-5 require additional contexts for exploration and development of Number and Operations concepts, reporting category 1, in order to increase proficiency.	Provide contexts for mathematical exploration and development of number sense operations by supporting the use of manipulatives, engaging opportunities for practice through a "Show the Problem" technique which encourages students to draw a picture, make an organized list, make a table or graph, act it out or use objects to solve problems and another technique of "solving a simpler problem," which will teach students how to break down complex, multi-step problems.	MTSS/Response to Intervention (RtI) Leadership Team	Review and maintain communication to ensure students are making adequate progress and adjust instruction as needed.  Review computer-assisted program reports to ensure students are making progress.	Formative: Reports generated from FCAT Explorer and Successmaker.  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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	On the 2012 administration of the FCAT 2.0 Mathematics test, 58% of Economically Disadvantaged students achieved proficiency, reflecting 5 percentage points below the expected level of achievement. The 2013 expected level of performance is that 67% or more of Economically Disadvantaged will achieve proficiency in mathematics, reflecting a minimum increase of 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (212)	67% (245)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Disaggregated data indicates that Economically Disadvantaged students in grades 3-5 require additional contexts for exploration and development of Number and Operations concepts reporting category 1, in order to increase proficiency.	Provide contexts for mathematical exploration and development of number sense operations by supporting the use of manipulatives, engaging opportunities for practice through a "Show the Problem" technique which encourages students to draw a picture, make an organized list, make a table or graph, act it out or use objects to solve problems and another technique of "solving a simpler problem," which will teach students how to break down complex, multi-step problems.	MTSS/Response to Intervention (RtI) Leadership Team	Review and maintain communication to ensure students are making adequate progress and adjust instruction as needed.  Review computer-assisted program reports to ensure students are making progress.	Formative: Reports generated from FCAT Explorer and Successmaker.  Summative: 2013 FCAT 2.0 Mathematics Assessment
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching Fraction Concepts and Operations	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day	Student work, Classroom walkthroughs	Leadership Team
Problem-solving: How-to Guidelines and Instructional Procedure using the Problem-Solving Teaching tool & Using problem-solving to create meaning in a real-world context for student application of new concepts and skills	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day	Student work, Classroom walkthroughs	Leadership Team
Math Journals/Learning Notebooks: Guidelines for Implementation	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day	Student work, Classroom walkthroughs	Leadership Team
Common Core SS in Mathematics	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day	Student work, Classroom walkthroughs	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Bell Ringers	Willie's Warm-up: K-5	EESAC	\$1,995.00
			Subtotal: \$1,995.00
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
1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$11,995.00

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:		On the 2012 administration of the FCAT Science test, 39% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is that 42% or more of students will achieve FCAT Level 3 proficiency, reflecting a minimum increase of 3 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (55)		42% (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	Students require additional support in developing higher order scientific thinking skills, which will impact their proficiency across the Physical Science, Earth and Space Science, Life Science and Nature of Science content cluster reporting categories.	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts through participation in a variety of lab activities and experiments,	MTSS/Response to Intervention (RtI) team	Review and discuss weekly/bi-weekly lab activities and experiments.	Formative: School-site biweekly assessments; LabZone Journal  Summative: 2013 FCAT 2.0 Science test

	<p>which will be recorded in a Labzone journal.</p> <p>Integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking and reading about science.</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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 administration of the FCAT Science test, 16% of students scored above proficiency (FCAT Level 4-5). The expected level of performance for 2013 is that 18% or more of students will achieve above proficiency (FCAT Levels 4 or 5), reflecting a minimum increase of 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (23)	18% (25)

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>Students require more opportunities for enrichment in scientific process-based experiments and projects.</p> <p>An area of deficiency as noted according to</p>	<p>2A.1.</p> <p>Provide enrichment activities for students to design and develop science and engineering projects in order to increase scientific thinking skills. Develop and implement inquiry-based activities</p>	<p>2A.1.</p> <p>MTSS/Response to Intervention (RtI) team</p>	<p>2A.1.</p> <p>Review and discuss the development of monthly project-based assignments.</p>	<p>2A.1.</p> <p>Formative: School-site biweekly assessments.</p> <p>Summative: 2013 FCAT 2.0 Science test</p>

the 2012 FCAT Science data is the Scientific Thinking.	that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Scientific Thinking.		
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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 #2B:  N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
Elementary Science Leaders/Coaches Dialogues	Grades K-5	District, Science Department Chairperson	K-5 science teachers	October 2012- May 2013	Grade level planning sessions, lesson plans	Administration, Science Chairperson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide more opportunities and materials for conducting hands-on scientific process-based experiments	Science Resource Kit (JJ Educational Boot Camp)	Title I	\$527.95
			Subtotal: \$527.95
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
			Subtotal: \$10,000.00
			<b>Grand Total: \$10,527.95</b>

*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:	On the 2012 administration of the FCAT Writing test, 90% of students scored 3.0 or higher. The expected level of performance for the 2013 administration of the FCAT Writing test is to maintain a 91% proficiency or higher in the percentage of students scoring at 3.5 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (101)	91% (102)

### 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>Students require additional exposure to vocabulary in order to compose writing consisting of precise word choice and specificity of language, as evident in mature writing.</p> <p>In addition, students need to improve their skills in elaboration, revision, and editing, in order to become more proficient writers.</p>	<p>Read-alouds with carefully-selected mentor texts will be utilized to provide writing models to students and increased exposure to vocabulary. Students will collect words and phrases from these carefully selected mentor texts read aloud by the teacher daily, to use in their writing.</p> <p>Students will engage in the multiple stages of the writing process with emphasis on elaboration and revision, in order to build students' writing skills with instructional support. Strategies will be explicitly taught and evidenced in student writing drafts</p>	<p>Literacy Leadership Team and MTSS/Response to Intervention (RtI) team</p>	<p>Review and analyze student entries in Writer's Notebooks.</p> <p>Administer and score writing monthly to monitor student progress and adjust instruction as necessary.</p>	<p>Formative: Writer's Notebooks, Monthly writing prompts/assessments, Pre, Mid-year, and Post Writing Pieces</p> <p>Summative: 2013 FCAT Writing Test</p>

1		<p>and accomplished through whole group, small group, and individual writing conferences. All writing will be dated and placed in a work folder for monitoring of growth over time.</p> <p>Utilize state rubrics and released exemplar papers to become familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress.</p> <p>Teachers will recognize student writing which demonstrates the skilled use of words and writer's craft, through the school-developed Star Writers program and beyond.</p> <p>The use of word lists and word arrays will also be utilized to enhance student vocabulary. Classroom environments will be set up so that charts and bulletin boards will be used as interactive instructional tools and resources.</p> <p>In addition, students' writer's notebooks will serve as resources for supporting students in mastering higher level skills in the process of writing. Teacher modeling and an increased amount of revision/editing lessons and teacher-student conferences will support higher standards of proficiency in writing.</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>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>Writing Goal #1B:</p> <p>N/A</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>N/A</p>



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
Model/provide mini-lessons on: <ul style="list-style-type: none"> <li>• elaboration strategies (i.e. Show, Don't Tell, Magnified Moments to create mind movies)</li> <li>• use of mentor texts, released exemplar and anchor papers</li> <li>• review more rigorous rubric and expectations for writing</li> <li>• use of Writer's Notebooks and portfolios</li> <li>• revision and editing strategies</li> <li>• sentence variety</li> <li>• student conferencing</li> </ul>	Writing (K-5)	Reading Coach	Language Arts/Writing teachers	Weekly Common Planning time	Review and analyze student entries in Writer's Notebooks.  Administer and score monthly writing prompts to monitor student progress and adjust instruction as necessary.	MTSS/Response to Intervention (RtI) team

Writing Budget:

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

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

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:	<p>During the 2011-2012 school year, Palm Springs Elementary maintained an average daily attendance rate of 96.89%. Our goal for the 2012-2013 school year is to increase the attendance rate to 97.39%.</p> <p>During the 2011-2012 school year, 169 students had excessive absences of 10 or more. Our goal for the 2012-2013 school year is to reduce that number to 161 or less.</p> <p>During the 2011-2012 school year, 137 students had excessive tardies of 10 or more. Our goal for the 2012-2013 school year is to reduce that number to 130 or less.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.89% (763)	97.39% (766)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
169	161
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
137	130

### 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
	Communicable diseases such as H1N1 and the Flu, will keep students at home.	Use written communication, such as flyers, to inform parents about proper hand washing techniques and coughing/sneezing protection methods and	Community Involvement Specialist, (CIS); Counselor; Administrators	Review and print out daily attendance bulletins.  Parents will be contacted when students are	School developed charts; daily attendance bulletins; MDCPS portal attendance rate report every nine weeks;

1		<p>educate students on the same using posters and closed-circuit television demonstrations.</p> <p>Maintain a weekly attendance bulletin board in the main hallway for all key stakeholders to see.</p> <p>Reward top classes at each grade level on a monthly basis; Reward individual students with top attendance at quarterly assemblies and at the end-of-the-year awards ceremony.</p> <p>When needed, hold attendance intervention committee meetings monthly.</p>		<p>consistently absent.</p> <p>Review Truancy Referral Report twice monthly.</p> <p>Use SCAMs as documentation of excessive excused/unexcused absences.</p>	Truancy Referral Report.
2					
3	Parents and students need additional support in understanding the correlation between school attendance and student achievement.	<p>Educate students and parents about the correlation between attendance and student achievement.</p> <p>Identify students developing a pattern of absences/tardies.</p>	Administration; Counselor	<p>Use SCAMs as documentation of excessive excused/unexcused tardies.</p> <p>Parents will be contacted when students are consistently tardy.</p> <p>Conduct a meeting every grading period/9 weeks with an administrator, the counselor, and parent.</p>	School developed chats; District generated monthly attendance reports; MDCPS portal attendance rate report every 9 weeks.

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
Monitoring and Coding Student attendance	K-5 Attendance	Assistant Principal, Counselor	K-5 teachers	Teacher Planning Day - November 6, 2012	Assistant Principal will monitor implementation of SCAMs	Assistant Principal

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Quarterly reward for individual students with top attendance and end-of-year recognition for perfect attendance	Incentives	PTA	\$500.00
Monthly reward for classes with top attendance at each grade level	incentives	PTA	\$300.00
			Subtotal: \$800.00
			<b>Grand Total: \$800.00</b>

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:	<p>During the 2011-2012 school year, Palm Springs Elementary had 0 in-school suspensions. It is our goal to maintain that number.</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 suspensions in-school. It is our goal to maintain that number.</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 out-of-school suspensions. It is our goal to maintain that number.</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 suspensions out-of-school. It is our goal to maintain that number.</p> <p>We will continue to provide a safe environment where students are respectful to adults and each other.</p>
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

0	0				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
0	0				
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>More opportunities must be provided in order to recognize students for positive behavior.</p> <p>Provide students with continued support in understanding alternative methods to resolve conflict.</p>	<p>Promote good behavior monthly through the school-developed "Got Caught" program which encourages positive character values.</p> <p>Provide students with mini-lessons on character values through the Healthy Me program in conjunction with the local Citrus Health Organization and offer students counseling in school to promote good behavior.</p> <p>Familiarize students and parents with the Code of Student Conduct during the first few weeks of school.</p> <p>Provide an alternative setting within the school to complete class work assignments when the students must be removed from the classroom.</p> <p>Utilize the Discipline Learning Packet System from Discipline Advantage to provide students with alternative ways to respond to altercations.</p>	MTSS/Response to Intervention (RtI) team	<p>Counselor will maintain a log of students counseled.</p> <p>Parents and students will sign and return confirmation of review of Code of Student Conduct.</p> <p>Monitor student compliance with the Code of Student Conduct.</p> <p>Observe, record, and note patterns of misbehavior for incidents in which requests for assistance is being sought from the counselor or administrator. Analyze the data to determine which character values may need continued reinforcement.</p>	Monthly District generated Suspension Rate Report
2					

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
Discipline Issues	K-5	Counselor	K-5 teachers	Teacher Planning Day - November 6, 2012	Teachers will provide feedback to counselor on issues that arise	Counselor, Assistant Principal
Code of Student Conduct	Pre-K-5th	Teachers	Parents and students	Open House and parent meetings/conferences	Monitor student compliance with the Code of Student Conduct.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentive for good behavior		PTA donation	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,000.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	See Title I Parental Involvement Plan (PIP)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See Title I PIP	See Title I PIP
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	See Title I PIP				

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Resource Center	Computers	Title I	\$1,700.00
			Subtotal: \$1,700.00
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
1 part-time Community Involvement Specialist (CIS)	personnel	Title I	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$5,700.00

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	Conduct a schoolwide Science Family Night in conjunction with the school's annual Science Fair to provide an opportunity for students in grades K-5 to develop their

STEM Goal #1:		inquiry and investigational skills while implementing the scientific process.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students require more opportunities to engage in scientific process-based experiments and projects, in order to develop higher order scientific thinking skills.</p> <p>An area of deficiency as noted according to the 2012 FCAT Science data is the Scientific Thinking.</p> <p>STEM activities which integrate math with science and technology need to be incorporated schoolwide.</p>	<p>Conduct a Science Family Night in which parents and students participate in teacher-led science stations which engage students in hands-on experiments to develop their science process skills.</p> <p>Host an annual schoolwide Science Fair in which students submit and exhibit their projects and share ideas with other students.</p> <p>Engage students in hands-on, real world STEM projects and activities that infuse mathematics and science concepts and skills with more rigor while integrating technology.</p>	MTSS/Response to Intervention (RtI) team	<p>Monitor student participation in the Science Fair.</p> <p>Analyze the results of student performance in the Science Fair through the use of project-based rubrics.</p> <p>Review and analyze the Fall and Winter mathematics and science Interim assessment data to monitor progress and adjust instruction as necessary.</p>	<p>Formative: Teacher-made assessments, Fall and Winter District Interim assessments, Science Lab reports; Science Fair results, Mathematics and Science journals</p> <p>Summative: 2013 FCAT 2.0 Mathematics and Science assessments</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
Elementary Science Leaders/Coaches Dialogues	Grades K-5	District, Science Department Chairperson	K-5 mathematics and science teachers	October 2012-May 2013	Grade level planning sessions, lesson plans	Administration, Science Chairperson
STEM: Implementing Educational Technology	Pre-K-5th grades	Science department chairperson	Pre-K-5th grade teachers	October 2012-May 2013	Development and implementation of lessons that involve technology and engineering	Administration

STEM Budget:

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



			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Materials to be utilized for STEM instruction and Science Family Night	Science Family Night hands-on activity materials	PTA/Community resources	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

*End of STEM Goal(s)*

## Additional Goal(s)

N/A Goal:

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

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

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

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 N/A Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Afterschool tutoring for less-proficient students	Supplementary materials (Curriculum Associates CARS and STARS)	Title I	\$3,000.00
Reading	Provide rigorous instruction using grade level, real world informational text (Social Studies)	Time for Kids – 2nd grade	EESAC	\$500.00
Reading	Enhanced systematic, explicit instruction with vocabulary that focuses on affixes and roots (prefixes, suffixes, etc.)	Sadlier-Oxford Vocabulary Resource - Gr. 3-5	Title I	\$2,000.00
CELLA	Intervention	Supplementary materials (Triumph Learning: Break Away to Reading Success)	Title I	\$922.00
CELLA	Provide ELL students with needs-based systematic phonics instruction, as it pertains to patterns in the English language	Supplementary materials (Curriculum Associates: Phonics for Reading)	Title I	\$500.00
Mathematics	Bell Ringers	Willie's Warm-up: K-5	EESAC	\$1,995.00
Science	To provide more opportunities and materials for conducting hands-on scientific process-based experiments	Science Resource Kit (JJ Educational Boot Camp)	Title I	\$527.95
				Subtotal: \$9,444.95
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enhanced instruction through technology	Smartboard	Title I	\$10,000.00
CELLA	Access to Imagine Learning Software Program for new language learners (ESOL Level 1 students)	Laptops and headphones	Title I	\$2,100.00
CELLA	Access to Imagine Learning Software Program for new language learners (ESOL Level 1 students)	Computers and Printers		\$3,620.00
Parent Involvement	Parent Resource Center	Computers	Title I	\$1,700.00
				Subtotal: \$17,420.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
Reading	Providing students increased access to complex text for comprehensive reading	Exemplar texts identified by the Common Core Standards curriculum	Title I	\$2,000.00

	skills application	guide		
Mathematics	1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
Science	1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
Attendance	Quarterly reward for individual students with top attendance and end-of-year recognition for perfect attendance	Incentives	PTA	\$500.00
Attendance	Monthly reward for classes with top attendance at each grade level	incentives	PTA	\$300.00
Suspension	Incentive for good behavior		PTA donation	\$1,000.00
Parent Involvement	1 part-time Community Involvement Specialist (CIS)	personnel	Title I	\$4,000.00
STEM	Materials to be utilized for STEM instruction and Science Family Night	Science Family Night hands-on activity materials	PTA/Community resources	\$200.00
				Subtotal: \$38,000.00
				Grand Total: \$64,864.95

## 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.

No Attachment (Uploaded on 10/15/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to purchase supplemental materials to enhance instruction for students in the lowest 35%.	\$2,500.00

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

Palm Springs Elementary School's Educational Excellence Advisory Council (EESAC) will meet on a monthly basis to provide support and assistance for the preparation, implementation and monitoring of the School Improvement Plan. The EESAC will also discuss and plan activities and events that support school-wide goals and objectives to further impact our students and school.

# 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 PALM SPRINGS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	82%	95%	62%	314	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%	65%			132	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?	62% (YES)	67% (YES)			129	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District PALM SPRINGS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	83%	93%	53%	308	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	77%	75%			152	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	82% (YES)			148	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					608	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested