

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROBERT RUSSA MOTON ELEMENTARY SCHOOL

District Name: Dade

Principal: Eric Wright

SAC Chair: Mona Bernard

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/26/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eric Wright	Bachelor of Science in Human Resource Management Masters of Science in Reading and Special Education	3	5	'12 '11 '10 '09 '08 School Grade C C C C C High Standards Rdg 39% 48% 62% 63% 65% High Standards Math 33% 43% 62% 59% 53% Learning Gains Rdg 63% 61% 53% 53% 68% Learning Gains Math 59% 61% 64% 64% 60% Gains Rdg 25% Rdg 67% 72% 46% 46% 58% Gains Math 25% Math 62% 66% 66% 66% 66%
		Educational Specialist in Educational Leadership Masters of Science in Urban Education/TESOL			'12 '11 '10 '09 '08 School Grade C N/A* N/A* C C High Standards Rdg 35% N/A N/A 57% 51% High Standards Math 40% N/A N/A 62% 58%

Assis Principal	Shauana L. Hughes	Bachelor of Science in Elementary Education Certifications: Elementary Ed. 1-6 Middle Grades English ED Leadership	1	1	Learning Gains Rdg 69% N/A N/A 32 % 62 % Learning Gains Math 68% N/A N/A 59 % 70% Gains Rdg 25% Rdg 73% N/A N/A 50 % 61% Gains Math 25% Math 65% N/A N/A 61 % 71%
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Suzette Cruz	Bachelors of Elementary Education Masters in Reading and Learning Disabilities Reading Certified K-12 ESOL Endorsed	12	6	'12 '11 '10 '09 '08 School Grade C D C C C High Standards Rdg 35% 55% 62% 63% 65% High Standards Math 40% 51% 62% 59% 53% Learning Gains Rdg 69% 57% 53% 53% 68% Learning Gains Math 68% 48% 64% 64% 60% Gains Rdg 25% Rdg 73% 47% 46% 46% 58% Gains Math 25% Math 65% 50% 66% 66% 66% AMO Progress
Math	Judith Rose-Singh	Educational Specialist in Mathematics Education Masters of Science in Elementary Education Bachelors of Science in School Administration/ Elementary Education Certifications: Educational Leadership and Supervision Elementary Education 1-6 Reading K-12 ESOL Endorsed	2	6	'12 '11 '10 '09 '08 School Grade C A N/A N/A F High Standards Rdg 35% 29% N/A N/A 18% High Standards Math 40% 60% N/A N/A 44% Learning Gains Rdg 69% 45% N/A N/A 26% Learning Gains Math 68% 68% N/A N/A 71% Gains Rdg 25% Rdg 73% 49% N/A N/A 27% Gains Math 25% Math 65% 57% N/A N/A 67% AMO Progress
Science	Sandra Valenzuela	Bachelors of Science in Elementary Education	6	1	'12 '11 '10 '09 '08 School Grade C D C C C High Standards Rdg 35% 55% 62% 63% 65% High Standards Math 40% 51% 62% 59% 53% Learning Gains Rdg 69% 57% 53% 53% 68% Learning Gains Math 68% 48% 64% 64% 60% Gains Rdg 25% Rdg 73% 47% 46% 46% 58% Gains Math 25% Math 65% 50% 66% 66% 66% AMO Progress

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide leadership and growth opportunities for teachers to promote student achievement.	Administrators Professional Development Liaison	Ongoing	
2	2. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.	Assistant Principal Instructional Coaches	Ongoing	
3	3. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.	Assistant Principal	Ongoing	
4	4. Cultivate collaboration between instructional personnel through Professional Learning Communities	Assistant Principal Magnet Lead Teacher	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Provide teacher with professional development opportunities to become highly effective.

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
34	0.0%(0)	20.6%(7)	38.2%(13)	41.2%(14)	38.2%(13)	61.8%(21)	8.8%(3)	5.9%(2)	58.8%(20)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ana Bermudez	N/A	Mentoring teacher has a commitment to personal professional learning evidenced by frequent participation in PD.	Modeling and planning collaboratively

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to learners who need additional assistance through in-school and after school programs. The school ensures that teachers are provided opportunities to attend professional development on a school and district level. Curriculum Coaches will continue to develop, lead, and evaluate school core content standards/programs. They will also continue to identify patterns of need while working with personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening that provide early intervention to learners who are "at-risk", assist in the design and implementation of progress monitoring, data collection, & data analysis, participate in the creation and delivery of professional development and provide support for assessment and implementation monitoring. The school-based, Title I funded Community Involvement Specialist (CIS) will serve as the bridge between the home and school through home visits, telephone calls, school-site and community parenting activities.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

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

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant learners by providing funds to implement reading and supplementary education materials.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community. The school is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison will provide training for the school registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. 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 has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Robert Russa Moton will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Robert Russa Moton Elementary School implements a character education program, an anonymous bullying reporting box, and fosters an environment that advocates making decisions that have a positive outcome. Students also participate in the Drug Abuse Resistance Education (DARE) program. The DARE program is a police officer-led series of classroom lessons that teaches children from kindergarten through 5th grade how to resist peer pressure and live productive drug and violence-free lives.

Nutrition Programs

- 1) Robert Russa Moton Elementary School adheres to and implements the nutrition requirements stated in the District's Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Robert Russa Moton Elementary School will initiate the Fresh Fruits and Vegetables Program to provide a variety of fresh fruits and/or vegetables to its learners on a weekly basis.
- 5) Robert Russa Moton has been awarded a grant from the Alliance for a Healthier Generation to promote exercise and

healthy eating for its learners and staff.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Robert Russa Moton Elementary School's students participate in Kids And the Power Of Work (KAPOW). KAPOW is a program of the National Child Labor Committee which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities.

Job Training

N/A

Other

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

Robert Russa Moton is a recipient of the HeARTS and Minds federal grant. This grant will enhance learning by infusing the arts across the curriculum and provide professional development to both teachers and administrators. The project's goal is to enhance, document, evaluate and disseminate an effective and replicable standards-based, arts integration program that enhances instructional practice and improves student achievement.

Robert Russa Moton Elementary School is the proud recipient of the 21st Century Community Learning Centers Grant. The grant supports students in meeting state standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic program; and offers literacy and other educational services to the families of participating children.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RTI Leadership Team. This list should just be
Eric Wright, Principal
Shauana L. Hughes, Assistant Principal
Rina Rodriguez, School Counselor
Suzette Cruz, Reading Coach
Judith Rose-Singh, Mathematics Coach
Sandra Valenzuela, Science Coach
Leslie Horenian, ESE Teacher
Susan Glazer, School Psychologist
Rosa Ansoleaga, Lead Magnet Teacher

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

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

- Review universal screening data and link to instructional decisions.
 - Review progress monitoring data at the grade level and classroom level to identify learners who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
 - Based on the above information, the team will identify professional development and resources.
 - The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about

implementation. After the Leadership Team has conducted their analysis, meetings will be scheduled with the other stakeholders to share the information. The Next Generation Standards/Common Core Standards and The Florida Continuous Improvement Model are used as a framework for the dialogue that is used when discussing the data.

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

The MTSS Leadership Team role is to ensure that a continuum of integrated academic and behavioral supports reflect the need for students to have fluid access to instruction and supports of varying intensity levels. The MTSS Leadership Team collaborates with key school-site stakeholders in conjunction with various forms of data to recommend strategies to address the needs of students academically and behaviorally. The MTSS Team implements the SIP by ensuring that evidence is produced from the strategies and monitoring the effectiveness of strategies through 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.

Academic

- Baseline data: FAIR(AP1), Baseline Benchmark Assessment, Writing Pretest
 - Progress Monitoring: FAIR-OPM, Interim Assessment(Fall), School site Focus Calendar Assessments (FCAs), Voyager Passport Checkpoints and Reading Connected Text (RCT) Assessments
 - Midyear: Florida Assessments for Instruction in Reading (AP2) and Interim Assessments in Reading, Mathematics, Science (Winter and Mock , if applicable) Midyear Writing
 - End of year: FAIR(AP3), FCAT(Reading, Mathematics, Writing and Science), District Baseline (given as a posttest)
- Data management tools will include Edusoft, PMRN, and writing data will be compiled through team efforts to calibrate scoring to monitor writing progress

Behavior

- Student Case Management System
- Detentions
- Referrals concerning student behavior
- Counselor Referrals to the School Counselor
- School Climate surveys
- Attendance
- FAB/BIP procedures
- Referrals to special education programs

Describe the plan to train staff on MTSS.

School personnel will attend a professional development provided by the corresponding district office. The representative that attends the meeting will in turn train the faculty on the processes and structures that will be in place to support students. Professional Development sessions will be focused on the data analysis, identifying students, exploring possible interventions and measuring effectiveness of interventions. The MTSS/RTI team will also evaluate additional staff PD needs during the MTSS/RTI Leadership Team meetings

Describe the plan to support MTSS.

Monthly meetings will be held to address the MTSS/RTI process. Grade level meeting minutes will reflect discussion and action steps that reflects MTSS/ RTI
Curriculum coaches will identify and monitor students' progress through assessment data and progress monitoring. School counselor will counsel students in the dimension of study habits and making good choices.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Eric Wright, Principal
Shauana L. Hughes, Assistant Principal
Rina Rodriguez, School Counselor
Suzette Cruz, Reading Coach

Judith Rose-Singh, Mathematics Coach
Sandra Valenzuela, Science Coach
Maria Rappaport, Media Specialist
Rosa Ansoleaga, Lead Magnet Teacher

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

Robert Russa Moton Elementary School's Literacy Leadership Team meets monthly or as needed to engage in the following activities:

- Discuss and analyze data from the Baseline, Interim, FAIR, Accelerated Reader, technology usage data and/or formative assessments.
- Discuss goal setting, incentives, participation and/or grade level rewards
- Share information with appropriate team members

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

- To develop lesson studies to focus on developing and implementing research-based reading strategies
- To ensure that an emphasis is placed on providing support to teachers to fully implement differentiated instruction in their classrooms
- To create capacity of reading knowledge through consistent implementation of the school-wide reading program

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Robert Russa Moton, the phonological and Early Literacy Inventory (PELI) is administered to all Pre-K learners as a pre and post test. Low performing learners are identified to receive additional assistance. The Pre-K and K teachers collaboratively plan together to further assist the process so that the learners' needs are addressed and acted upon.

Robert Russa Moton will establish or expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of learners at the school. The principal will also meet with the center directors of neighborhood centers.

Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on learner performance, effective instructional methods, and developmental expectations

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test specify that 21% of learners achieved level 3 proficiency. The goal for the 2012-2013 school year is to increase reading level 3 learners proficiency by 10 percentage points from 21% to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (35)	31% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 2 Reading Application. There is limited ability to deconstruct text for meaning in various benchmarks in reporting category 2.	1a.1. Learners will utilize complex graphic organizers which will give them a deeper understanding of the content focus. Learners will use text dependent strategies such as Close reading, Question the Author and other researched- based reading strategies to determine key elements in understanding text. Learners will diagram text structures using a graphic organizer. Learners will participate in arts-integrated lessons using research-based strategies to deconstruct text through activities that address the different learning modalities	1a.2. Reading Coaches Literacy Leadership Team	1a.1. Evidence of the strategies and progress will be found in the student work folders, lesson plans and/or reading journals. Administrators will perform weekly routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues. The LLT will develop a plan of action and monitor progress.	1a.1. Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2013 FCAT 2.0 Reading Assessment
	1a.2. The other area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 1 Vocabulary Students have limited proficiency demonstrating the understanding of	1a.2. Provide students with instructional strategies and activities that involve reading from a variety of texts using word walls to demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Reading Coaches Literacy Leadership Team	Evidence of the strategies and progress will be found in the student work folders, lesson plans and/or reading journals. Administrators will perform routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues.	1a.2. Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2013 FCAT 2.0 Reading Assessment

2	vocabulary within text	<p>Students will create word arrays and word concept maps to identify shades of meaning in related words.</p> <p>Learners will participate in arts-integrated lessons using research-based strategies to help build word meaning and word relationships through activities that address the different learning modalities.</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 Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test specify that 13% of learners achieved level 4 and 5 proficiency.</p> <p>The goal for the 2012-2013 school year is to increase reading level 4 and 5 learners proficiency by 4 percentage points from 13% to 17%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (22)	17% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 2 Reading Application.	2a.1. Students will utilize FCAT Coach and complex graphic organizers which will give them a deeper understanding of the content focus.	Reading Coach Literacy Leadership Team	2a.1. Evidence of the strategies and progress will be found in the student work folders, lesson plans and/or reading journals.	Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments

1	Students demonstrate a limited understanding of higher-order reading concepts.	Students will produce quarterly project-based learning projects to demonstrate understanding of multiple benchmarks in reporting category 2.		Administrators will perform routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues.	Summative: 2013 FCAT 2.0 Reading Assessment
2	2a.2. The other area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 4 Informational Text/Research Process. Students lacked significant opportunity to interpret grade-level informational text.	2a.2. Provide students with real-words documents such as, how-to articles, brochures, websites and Time for Kids to use text features to locate, interpret and organize information. Provide students with a variety of instructional strategies and enrichment activities that include questioning the author and summarizing, building strong arguments to support answers.	2a.2. Reading Coach Literacy Leadership Team	2a.2. Evidence of the strategies and progress will be found in the student work folders, and/or reading journals. In addition, the lesson plans of the media specialist and classroom teachers must reflect outlined strategies. Administrators will perform routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues.	2a.2. Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 70% of learners made learning gains. The goal for the 2012-2013 school year is to increase learning gains by 5 percentage points from 70% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (75)	75% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3a.1. The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Reporting Category 2 Reading Application.</p> <p>Students lack the ability to successfully apply more than one strategy while reading.</p>	<p>3a.1. Students will interact with text using a reciprocal reading approach to make sense of text that incorporates substantiated predictions, clue-based clarifications, FCAT-like questions and summarizations.</p> <p>Provide students with afterschool tutorial opportunities to support reading comprehension strategies through the 21st Century Grant.</p>	3a.1. Reading Coach Literacy Leadership Team	3a.1. Evidence of the strategies and progress will be found in the student work folders, lesson plans and/or reading response journals. Additional evidence of the strategies and progress will be found in the tutoring work folders and tutoring progress charts. Administrators will perform routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues.	<p>3a.1. Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments</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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	<p>The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 47% of learners in the lowest 25% made learning gains.</p> <p>The goal for the 2011-2012 school year is to increase the level of performance in the lowest 25% achieving making learning gains by 10 percentage points to 57 %.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (13)	57% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4a.1. The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 3 Literary Analysis.</p> <p>Students have difficulty extracting and retaining meaning in text</p> <p>4a.2. The other area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 4 Informational Text/Research Process</p> <p>Students have limited proficiency in understanding text with high utility language found in informational text.</p>	<p>4a.1. Provide students with small group differentiated instruction to scaffold reading skills through the use of intervention that consolidates the reading process inside and outside of the reading block.</p> <p>4a.2. Provide students with afterschool tutorial lessons that incorporate Time for Kids reading extension activities, question task cards and informational text strategies.</p>	<p>4a.1. Reading Coach MTSS Leadership Team</p> <p>4a.2. Reading Coach MTSS Leadership Team</p>	<p>4a.1. Evidence of the strategies and progress will be found in the student work folders, lesson plans and/or reading journals. Administrators will perform routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues.</p> <p>4a.2. Evidence of the strategies and progress will be found in the tutoring work folders, lesson plans and/or tutoring progress charts. Administrators will perform routine fidelity checks to ensure the implementation and address benchmark progress during data dialogues.</p>	<p>4a.1. Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p> <p>4a.2. Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

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

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.	The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 47% of learners in the Black subgroup achieved proficiency.			
Reading Goal #5B:	The goal is to increase the number of learners achieving proficiency by 5 percentage points to 52%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Black: 47% (71)	Black: 52% (79)			
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
5B.1.	5B.1.	5B.1	5B.1.	5B.1.

1	Black: Significant amount of students do not have access to supplemental technology programs.	Provide access to the reading supplemental technology programs (SuccessMaker and Reading Plus) during the instructional day and afterschool	Administrators Media Specialist MTSS/RTI Leadership Team	Evidence of the implementation of the supplemental technology programs will be monitored through usage reports compiled by the Media Specialist.	Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2013 FCAT 2.0 Reading 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		The results of the 2012 FCAT 2.0 Reading Test indicate that 36% of the learners in the Economically Disadvantage subgroup achieved proficiency. The goal is to increase learners' proficiency by 12 percentage points to 48%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
ED: 36% (58)		ED: 48% (77)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ED: Significant amount of students do not have access to supplemental technology programs.	Provide access to the reading supplemental technology programs (SuccessMaker and Reading Plus) during the instructional day and afterschool.	Administrators Media Specialist MTSS/RtI Leadership Team	Evidence of the implementation of the supplemental technology programs will be monitored through usage reports compiled by the Media Specialist.	Formative: District Interim Assessments and school-site Instructional Focus Calendar Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SIP Researched-Based Reading Strategies	K-5	Assistant Principal/ Reading Coach	K-5 Instructional Personnel	August 17, 2012 Weekly Grade Level Meetings 8/20/12-6/6/13	Instructional Coach will model and/or co-teach each of the strategies in every intermediate reading classroom within the first nine weeks and monitor throughout the year.	Principal, Assistant Principal
SuccessMaker Training	K-5	Reading Coach	K-5, special area and magnet teachers	September 25, 2012	Leadership team will meet monthly to monitor learner's progress and the effectiveness of the SuccessMaker implementation and progress.	Principal, Assistant Principal, Reading Coaches
Hearts and Minds Arts Integration Program PLC	K-5	Magnet Lead, PD Liaison	K-5, special area and magnet teachers	June, 2012 Weekly Grade Level Meetings 8/20/12-6/6/13	Magnet Lead Teacher will work with administration to plan and implement PLCs to support the standards and deepen the understanding of teaching and learning. Literacy Leadership Teams will gauge the effectiveness by artifacts and student data.	Principal, Assistant Principal, Magnet Lead Teacher,
State Standards/Common Core Training	K-3	District Curriculum Support Specialist, Reading Coach, PD	K-5, special area and magnet teachers	October 9-10, 2012 Weekly Grade Level Meetings 8/20/12-6/6/13	Administrators will perform fidelity checks to ensure the lesson plans reflect appropriate standards and corresponding lessons.	Principal, Assistant Principal, Reading Coaches

CLOSE Reading	2-5	Liaison District Curriculum Support Specialist, Reading Coach,	2-5, special area and magnet teachers	October 17, 2012	Administrators will perform fidelity checks to ensure the lesson plans reflect appropriate standards and corresponding lessons.	Principal, Assistant Principal, Reading Coaches
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:					
2012 Current Percent of Students Proficient in listening/speaking:					
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. As noted on the administration of the Listening/Speaking	1.1. Students will continue to demonstrate	Literacy Leadership Team	1.1 Administration will monitor the use of	Formative: Interim Assessments, Focus Calendar

1	section of 2011-2012 CELLA Test, 100% of the students were proficient on the Listening and Speaking portion of the assessment	listening and speaking skills through the use of oral presentation, role play and think-pair-share activities.		ESOL strategies in the lesson plans and evidence in student work folders.	Assessments Summative: 2013 CELLA
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. As noted on the administration of the Reading section of the 2011-2012 CELLA Test Level B (3rd Grade), an area of deficiency was Reading Comprehension. Students demonstrate difficulty in their ability to understand reading passages.	2.1. Students will utilize supplemental reading programs at least 3 times per week to improve reading comprehension. ESOL strategies such as graphic representations, retelling, think/pair/share, and cooperative structures will be used to understand text.	2.1 Literacy Leadership Team	2.1. Administration will monitor the use of ESOL strategies in the lesson plans and evidence in student work folders. Usage reports from technology-based supplemental reading programs.	2.1. Formative: Interim Assessments, Focus Calendar Assessments Summative: 2013 CELLA

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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
	2.1. As noted on the administration of the Writing section of the 2011-2012 CELLA Test	2.1. Students will receive instruction and independent practice in constructing descriptive	2.1. Literacy Leadership Team	2.1. Administration will monitor the use of ESOL strategies in the lesson plans and	2.1. Formative: Interim Assessments, Focus Calendar

1	Levels A and B an area of deficiency was Sentences. Students lack the ability to write descriptive sentences	sentences using imagery techniques.		evidence in student work folders.	Assessments Summative: 2013 CELLA
2	2.2. As noted on the administration of the Writing section of the 2011-2012 CELLA Test Levels A and B an area of deficiency was editing. Students have difficulty identifying grammatical errors	2.2. Students will utilize scoring rubrics, spelling strategies and process writing to build their ability to recognize and correct grammatical errors.	Literacy Leadership Team	2.2. Administration will monitor the use of ESOL strategies in the lesson plans and evidence in student work folders.	2.2. Administration will monitor the use of ESOL strategies in the lesson plans and evidence in student work folders.

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Test specify that 29% of students achieved Level 3 proficiency. The goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3 proficiency by 2 percentage points from 29% to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (48)	31% (52)

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>1a.1 An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category of Geometry and Measurement.</p> <p>Many students lack prerequisite computation and application skills necessary for on-grade level instruction.</p> <p>1a.2. Another area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category of Number : Base 10 and Fractions. Students need extra practice, beyond the textbook, to practice strategies which will help them solve problems and master many of the different mathematical concepts.</p>	<p>1.a.1. Students will participate in grade-level appropriate activities that promote the skills of describing, analyzing, comparing, classifying, building, drawing, and analyzing models. Provides students with hands on opportunities through the use of geometric models to develop measurement concepts, and identify properties of two and three dimensional shapes.</p> <p>1a.2. Incorporate the use of an interactive Math Journal to be used by all learners, to practice and apply many of the concrete and abstract skills needed to solve real world mathematics problems.</p> <p>Students will participate in arts-integration activities that use real life situations to apply mathematical and problem solving skills.</p>	<p>1a.1. Assistant Principal Math Coach Grade Level Chairpersons</p> <p>1a.2. Assistant Principal Math Coach Grade Level Chairpersons</p>	<p>1a.1. Administration will monitor progress as evidenced by lesson plans, student work folders and/or math journals. Adjustments will be made to instruction, as necessary.</p> <p>1a.2. Assistant Principal Math Coach Grade Level Chairpersons</p>	<p>1a.1. Formative: District Interim Assessments, school-site Focus Calendar Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p> <p>1a.2. Formative: District Interim Assessments, school-site Focus Calendar Assessments</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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test specify that 10% of the students achieved a levels 4 and 5 proficiency. The goal of the 2012-2013 school year is to increase the percentage of students achieving Levels 4 and 5 by 1 percentage point from 10% to 11%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (17)	11% (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	<p>2a.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the Reporting Category of Geometry and Measurement.</p> <p>In all grade levels, there were limited numbers of students achieving Levels 4 and 5 on the Mathematics portion of 2012 FCAT 2.0.</p> <p>2a.2. The area of deficiency as noted on the 2012 administration FCAT 2.0 Mathematics Test for the Level 4 and 5 learners was in Reporting Category Number: Fractions and Equations.</p> <p>Higher achieving students do not have enough opportunities for enrichment intervention to practice and master</p>	<p>2a.1. Identify highest performing students in grades 3-5 based on 2012 FCAT 2.0 and Beginning-of-Year BBA. Provide tutoring sessions after school 2 times per week using the Explore Learning, Gizmos website and SuccessMaker.</p> <p>2a.2. Identify highest performing students in grades 3-5 based on 2012 FCAT 2.0 and Beginning-of-Year BBA and Fall IA. Provide in-school intervention sessions using the FOCUS: Florida Achieves Website and the Enrichment components from the GO Math Series.</p> <p>Provide opportunities for identified students to participate in project-based learning activities</p>	<p>2a.1. Assistant Principal Math Coach MTSS/RtI Leadership Team</p> <p>2a.2. Assistant Principal Math Coach MTSS/RtI Leadership Team</p>	<p>2a.1. Evaluate progress through checking students' mastery of Gizmo lessons and Success Maker usage reports.</p> <p>2a.2. Evaluate progress through reports from the Florida Achieves Website monitoring student progress.</p>	<p>2a.1. Formative: Reports from Gizmo website, District Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p> <p>2a.2. Formative: Reports from Focus: Florida Achieves website District Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p>

higher complexity questions and problems.	that incorporate a higher level of complexity and creativity.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2010-2011 FCAT 2.0 Mathematics Test specify that 48% of learners made learning gains. The goal for the 2011-2012 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making learning gains by 10 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (54)	58% (65)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a.1. An area of deficiency as	3a.1. Students will be	3a.1. Principal	3a.1. Evaluate student	3a.1. Formative:

1	<p>noted from the 2011 – 2012 FCAT 2.0 was Number: Operations and Problems and Statistics.</p> <p>Many of the students do not have computer access at home, and should be given opportunities to use the on-line resources which our district has acquired for students to use.</p>	<p>scheduled to computer stations to utilize Success Maker Math for at least 45 minutes weekly, per student.</p>	<p>Assistant Principal Math Coach</p>	<p>progress through SuccessMaker Reports.</p>	<p>SuccessMaker Math Cumulative reports and District Interim Assessments</p>
	<p>3a.2. Another noted barrier exists in that most of the students who achieved Level 1 in Math, also achieved Level 1 in Reading on the 2011 – 2012FCAT 2.0.</p>	<p>3a.2. An interactive Math Journal will be used by all learners, to practice and apply many of the concrete and abstract skills needed solve real world mathematics problems.</p>	<p>3a.2. Principal Assistant Principal Math Coach</p>	<p>3a.2. Teachers evaluate the use of Math Journals which demonstrate the learners knowledge and application of Key Mathematics concepts and vocabulary.</p>	<p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
	<p>3a.2. The lower reading levels of the students contribute to the percentage of students who do not achieve learning gains in Mathematics.</p>	<p>Incorporate vocabulary and reading comprehension skills into the activities found in the Math Journal.</p>	<p>3a.3. Principal Assistant Principal Math Coach</p>	<p>3a.3. Administrators will ensure that materials are utilized as a reinforcement and monitor effectiveness of the success completion</p>	<p>3a.2. Formative: SuccessMaker Math Cumulative reports, District Interim Assessments</p>
	<p>3a.3 Students need additional practice with mathematical problems that address the rigor of both NGSSS and CCSS.</p>	<p>Teachers and learners will utilize the Problem Solving Guide to help students focus on essential components of the problem solving process.</p> <p>The Problems Solving Guide will be part of the Math Journal.</p>			<p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
	<p>3a.3. Students will have ample opportunities to practice mathematics problems that are rigorous to address NGSSS and CCSS through the effective use of the Everglades Mathematics supplemental material for reinforcement of concepts following the completion of the GO Math! Series.</p>			<p>3a.3. Formative: District Mock Test</p>	<p>Summative: FACT 2.0 Mathematics Assessment</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</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
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No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test specify that 67% of the lowest 25% made learning gains. The goal of the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points from 67% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (N<30)	72% (N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. An area of deficiency as noted from the 2011 – 2012 FCAT 2.0 was Number: Operations and Problems and Statistics. Many students lack prerequisite computation and application skills, necessary for on-grade level instruction.	4a.1. Identify lowest quartile students in grades 3-5 based on instructional needs identified through District Interim Assessments. An In-school intervention framework will be established, and identified students will receive interventions using the Re-Teaching and Strategic Intervention components of the GO Math series.	4a.1. Math Coach Assistant Principal MTSS/RtI Team	4a.1. Student Intervention lists will be created and adjusted throughout the year. Monitor student progress through District Interim Assessments and Focus Calendar Assessments.	4a.1. Formative: District Interim Assessments, school-site Focus Calendar Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test imply that 35% of learners in the Black subgroup achieved proficiency. The goal is to increase the number of students achieving by 5 percentage points to 40%. The results of the 2012 FCAT 2.0 Mathematics Test imply that 75% of learners in the Hispanic subgroup achieved proficiency. The goal is to increase the number of students achieving by 3 percentage points to 78%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 35% (52) Hispanic: 75% (12)	Black: 40% (59) Hispanic: 78% (12)

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. An area of deficiency as noted from the 2012 FCAT 2.0 was Number: Operations and Problems and Statistics.</p> <p>Students lack foundational skill in mathematics. Differentiated Instruction is not always addressed in teachers' lesson plans.</p> <p>5B.2.a Learner motivation and attitude toward standardized testing continues to be a concern which requires proactive attention.</p>	<p>5B.1. Teachers will utilize the Re-teaching and Intervention components of the Go Math! series to address specific learner needs.</p> <p>5B.2. Regularly recognize individual learners and classes for improving progress in mathematics throughout the school year.</p> <p>5B.2.b. Conduct a Math Family Night to help motivate learners to have good attitudes about mathematics.</p>	<p>5B.1. Assistant Principal Math Coach MTSS/RtI Leadership Team</p> <p>5B.2. Assistant Principal Math Coach CIS</p>	<p>5B.1. Teachers' lesson plans and DI work folders should reflect small group Differentiated Instruction plans.</p> <p>5B.2. Monitor progress of learners through the use of Interim Assessments and tests generated by FCAT TestMaker, and compare progress from one test to another through the use of the comparative report capabilities of Edusoft software.</p> <p>5B.2.b. Monitor student and parent participation through the collection of sign-in sheets</p>	<p>5B.1. Formative: District Interim Assessments, school-site Focus Calendar Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment</p> <p>5B.2. Formative: District Interim Assessments, school-site Focus Calendar Assessments 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 39% of learners in the Economically Disadvantage subgroup achieved proficiency. The goal is to increase the number of learners achieving by increasing 4 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (62)	43% (69)

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	5E.1. An area of deficiency as noted from the 2011 – 2012 FCAT 2.0 was Number: Operations and Problems and Statistics. Students lack foundational skill in mathematics. Differentiated Instruction is not always addressed in teachers' lesson plans. 5E.2. Learner motivation and attitude toward standardized testing	5E.1. Teachers will utilize the Re-teaching and Intervention components of the Go Math! series to address specific learner needs. 5E.2. Regularly recognize individual learners and classes for improving progress in Mathematics throughout the school year. 5E.2.b. Conduct a Math Family Night to help motivate learners to have good attitudes about	5E.1. Assistant Principal Math Coach MTSS/RTI Leadership Team 5E.2. Assistant Principal Math Coach CIS	5E.1. Teachers' lesson plans should reflect small group Differentiated Instructional plans. 5E.2. Monitor progress of learners through the use of Interim Assessments and tests generated by FCAT TestMaker, and compare progress from one test to another through the use of the comparative report capabilities of Edusoft software. 5B.2.b.	5E.1. Formative: District Interim Assessments, school-site Focus Calendar Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment 5E.2. Formative: District Interim Assessments, school-site Focus Calendar Assessments

continues to be a concern which requires proactive attention.	mathematics.	Monitor student and parent participation through the collection of sign-in sheets.	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
GO Math Training: Think Central Component	K – 5	PD Facilitator	Math Teachers K – 5	October 3, 2012	Teachers will use all technological features of GO Math.	Assistant Principal Math Coach
Technology In Mathematics: Florida Focus Achieves and SuccessMaker	3 – 5	Math Coach/ Science Coach	Math Teachers 3 – 5	September 26, 2012	Computerized reports of student progress	Principal Assistant Principal Math Coach
Edusoft	K – 5	Math Coach/ Science Coach	Teachers K – 5	September 26, 2012	Teachers will access their data for data chats and use various reports to govern instruction and communicate progress with parents	Principal Assistant Principal
Grade Level PLCs	K – 5	Math Coach Grade Level Chairpersons	Math Teachers K – 5	Grade Level PLC – Monthly Beginning October 2012	Agenda and Minutes from PLC sessions	Principal Assistant Principal Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identify lowest quartile students in grades 3-5 based on instructional needs identified through District Interim Assessments. An In-school intervention framework will be established, and identified students will receive interventions using the Re-Teaching and Strategic Intervention components of the GO Math series.	Next Generation Florida Mathematics Standards Curriculum Everglades K-12	Title I	\$597.00
			Subtotal: \$597.00
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: \$597.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test specify that 26% of learners achieved level 3 proficiency. The goal for 2013 FCAT 2.0 Science test is to increase the proficiency by 5 percentage points from 26% to 31%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (16)	31% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>1a.1. An area of deficiency identified by the 2012 FCAT Science Test was Nature of Science.</p> <p>Learners demonstrated difficulty because of their limited scientific engagement.</p> <p>1a.2. An area of deficiency identified by the 2012 FCAT 2.0 Science test was physical Science.</p> <p>1a.3. A noted barrier is that learners in this category perform low in both Reading and Science because they need more exposure and instruction in the text patterns of nonfictional reading text and using reference materials.</p>	<p>1a.1.a Provide learners opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities through the routine use of science journals.</p> <p>1a.1.b Provide learners with structured activities which guide them through the process of science. Interactive lab activities will be scheduled on a weekly basis to accomplish this goal.</p> <p>1a.1.c Learners will have the opportunity to explore physical science through the means of online interactive modules such as GIZMOs and FCAT Explorer</p> <p>1a.1.d Science Coach will hold</p>	<p>1a.1. Assistant Principal Science Coach</p> <p>1a.2. Assistant Principal Science Coach</p> <p>1a.3. Principal Assistant Principal Science Coach</p>	<p>1a.1. The Leadership Team will review the results of school-site assessment data and District Interim Assessment data report to monitor learner's progress.</p> <p>Monitor learner progress through the use of reports run from Gizmo and FCAT Explorer.</p> <p>1a.2. Monitor progress of learners through the use of Interim Assessments and bi-weekly assessments.</p> <p>1a.3. The Leadership Team will review the results of school-site assessment data and District Interim Assessment data report to monitor learner's progress.</p> <p>Monitor learner progress through the</p>	<p>1a.1. Formative: District Interim Assessments, school-site Focus Calendar Assessments, Science Lab exit slips</p> <p>Summative: 2012 FCAT 2.0 Science Assessment.</p> <p>1a.2. Formative: District Interim Assessments, school-site Focus Calendar Assessments</p> <p>Summative: 2012 FCAT 2.0 Science Assessment</p> <p>1a.3. Formative: District Interim Assessments, school-site Focus Calendar Assessments</p>

1		<p>two science nights after school in which students will be able to display and communicate their finding from their Lab activities.</p> <p>1a.2.a Learners will have the opportunity to explore physical science through the means of online interactive modules such as GIZMOs and FCAT Explorer.</p> <p>1a.3.b Teachers will concentrate instruction on Reference & Research skills, also a low performance benchmark, to concentrate on key elements of non-fictional text.</p> <p>1.a.3.c Teachers will provide focused lessons on Science vocabulary and utilize graphic organizers to help identify key elements nonfictional text using the Comprehension Instructional Sequence model of instruction twice per quarter.</p> <p>1.a.3.d Teachers will maintain science journals in which students can expand their understanding of science concepts through writing.</p> <p>1.a.3.e Teachers will use and display tables and graphs across the curriculum.</p>	use of reports run from Gizmo and FCAT Explorer.	Summative: 2012 FCAT 2.0 Science Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	Science Goal #1b:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test specify that 8% of learners achieved level 4 and 5 proficiency. The goal for 2013 FCAT 2.0 Science test is to increase the proficiency by 2 percentage points from 8% to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (5)	10% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>2a.1. An area of deficiency identified by the 2012 FCAT Science Test was the Nature of Science.</p> <p>Students lack the skills and conceptual understanding of the Nature of Science due to limited opportunities for hands-on experiments.</p> <p>2a.2. Learners need the opportunity and time to explore and develop independent projects.</p> <p>There is a very strict and limited time scheduled for science. There were no available science clubs in which the students could engage in</p>	<p>2 a.1. Provide learners opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities through the routine use of science journals.</p> <p>2 a.1. Teachers will provide learners opportunities to use computer programs such as Gizmos and FCAT Explorer to explore concepts relating to the Nature of Science.</p> <p>2.a.1. Science Coach will hold quarterly science meetings after school in which students will be able to display and communicate their finding from their Lab</p>	<p>2a.1. Principal Assistant Principal Science Coach</p> <p>2a.2. Principal Assistant Principal Science Coach</p>	<p>2a.1. The Leadership Team will review the results of school-site assessment data and District Interim Assessment data report to monitor learner's progress.</p> <p>Monitor learner progress through the use of reports run from Gizmo and FCAT Explorer.</p> <p>2a.2. The Leadership Team will review the results of school-site assessment data and District Interim Assessment data report to monitor learner's progress.</p> <p>Monitor learner progress through the use of reports run from Gizmo and FCAT Explorer.</p>	<p>2a.1. Formative: District Interim Assessments, school-site Focus Calendar Assessments, Science Lab exit slips</p> <p>Summative: 2012 FCAT 2.0 Science Assessment.</p> <p>2a.2. Formative: District Interim Assessments, school-site Focus Calendar Assessments</p> <p>Summative: 2012 FCAT 2.0 Science Assessment</p>

1	independent projects.	<p>activities.</p> <p>2 a.2.a Concentrate instruction on scientific inquiry skills and student generated inquiry to facilitate learners through the investigation, discovery and creation process of completing open ended reports and projects.</p> <p>2 a.2.b Participate in competitions like the district Science Fair and the Fairchild Challenge which require learners to utilize the scientific method to solve problems.</p> <p>2 a.2.c Students will have the opportunity to join the R.R. Moton science club. in which they will have access to activities which integrate real world applications of science principles</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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Journals	3-5	Science Coach	K-5 Science teachers	Weekly Grade Level Meetings 8/20/12-6/6/13	Leadership Team will meet monthly to monitor learner's progress, analyze data, and the effectiveness of the Science instruction.	Principal, Assistant Principal
Science Item Specs Dissemination/ Implementation	3-5	Science Coach	3-5 Science teachers	Weekly Grade Level Meetings 8/20/12-6/6/13	Leadership Team will meet monthly to monitor learner's progress, analyze data, and the effectiveness of the Science instruction.	Principal, Assistant Principal
Instructional Technology: Gizmos and FCAT Explorer	3-5	Science Coach	3-5 Science teachers	Weekly Grade Level Meetings 8/20/12-6/6/13	Leadership Team will meet monthly to monitor learner's progress, analyze data, and the effectiveness of the Science instruction.	Principal, Assistant Principal

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency from 58% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

58% (26)	62% (28)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1a.1. The 2012 administration of the FCAT 2.0 Writing Test has indicated a deficiency in the focus of a main idea with ample development of supporting details that shows an understanding of facts and/or opinions.</p> <p>1a.2. The 2012 administration of the FCAT 2.0 Writing Test has indicated a deficiency in spelling, using spelling rules, orthographic patterns and generalizations.</p>	<p>1a.1 Teachers will instruct students on the process of using graphic organizers/plans to write a draft organized with logical sequence.</p> <p>Teachers will instruct using mentor text to organize details and develop sentences that will enhance the clarity of the piece.</p> <p>Students will participate in site-based writing workshops.</p> <p>Students will practice reading a text and providing a written response to a series of text dependent questions to develop skills in providing support.</p> <p>1a.2. Learners will use revising/editing charts and conference with teachers and/or students to enhance the usage of capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences across the curriculum.</p> <p>Students will use a Writer's Notebook.</p>	<p>1a.1. Assistant Principal, Reading Coach and Literacy Leadership Team</p> <p>1a.2. Assistant Principal, Reading Coach and Literacy Leadership Team</p>	<p>1a.1. Review and monitor classroom assessments data that focus on learners' recalling and locating various details that include main idea and supporting details. Data Chats will be held following each district assessment.</p> <p>1a.2. Review and monitor classroom assessments data that focus on learners' recalling and locating various details that include spelling, using spelling rules, orthographic patterns and generalizations. Data Chats will be held following each district assessment.</p>	<p>1a.1. Formative: Monthly Writing Prompts</p> <p>Summative: 2013 FCAT 2.0 Writing Assessment</p> <p>1a.2. Formative: Monthly Writing Prompts</p> <p>Summative: 2013 FCAT 2.0 Writing Assessment</p>

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing Assessment	3-4	Reading Coach	3-4 grade teachers, special area teachers, magnet teachers	Monthly PD October 23-24	Literacy Leadership Team will meet to monitor student progress and effectiveness of writing instruction.	Administration, Reading Coach
Using the Writing Rubric	3-4	Reading Coach	3-4 grade teachers, special area teachers, magnet teachers	Monthly, September 12, 2012	Literacy Leadership Team will meet to monitor student progress and effectiveness of writing instruction.	Literacy Leadership Team will meet to monitor student progress and effectiveness of writing instruction.
Writing	4	Region's SAIL Academy	Administrator, Reading Coach and Grade level Chairperson	September 26, 2012	The Writing Team will score papers adjust instructional focus and monitor monthly progress	Administration
Student/ParentWriting Workshop	4	Fourth Grade Teachers	Fourth grade students and parents	October 10, 2012 October 24, 2012	October 10, 2012 October 24, 2012	Administration and Reading Coaches

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	The goal for 2012-2013 school year is to increase the current attendance rate by 0.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.25% (377)	95.75% (379)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
129	123
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
157	148

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack motivation to attend to school on the daily basis. Parents lack understanding of the negative impact of absences from school.	Attendance Review Committee will be identified to include the following personnel: School Counselor Magnet Lead Teacher Attendance Clerk School Social Worker Committee members will convene monthly to discuss and coordinate incentives, schedule parent meetings and counseling sessions.	Administration MTSS/RtI Team Community Involvement Specialist	Monitor the attendance bulletin	Formative: COGNOS Report and attendance rosters Summative: End of the Year Principal Attendance Report

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The 2012-2013 goal for the school year is to decrease the total number of in school suspensions by 1 student. The 2012-2013 goal for the school year is to decrease the total number of out of school suspensions by 4 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
37	33
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24	22

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Students do not use the character education strategies and parents do not thoroughly understand the consequences related to a failure to comply with school and district rules.</p> <p>1.2. School-wide efforts to communicate the behavior plan's expectation to students and parents lacked consistency.</p>	<p>1.1. Implement Classroom Management techniques and utilize the Student Code of Conduct by providing incentives for compliance.</p> <p>Reward students with model behavior through School-site store.</p> <p>Proactive measures will be taken to encourage teachers to maintain communication with parents of students that display undesirable behaviors.</p> <p>Teachers will be provided with a professional development to discuss best practices in addressing student behaviors</p> <p>1.2. School-wide rules will be developed and posted through-out the building.</p>	<p>1.1. MTSS/RtI Team</p> <p>1.2. MTSS/RtI Leadership Team</p>	<p>1.1. Monitoring Student Case Management Referrals each month</p> <p>1.2. MTSS/RtI Leadership Team will collaborate on components of presentation and monitor the school-wide implementation.</p>	<p>1.1. Participation Log for learners who are recognized for complying with the Student Code of Conduct along with the COGNOS suspension, SCM's, Detention Log and PD sign-in sheets.</p> <p>1.2. COGNOS Suspension and SCAM Records</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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A - Title I School, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I School, see PIP	N/A - Title I School, see PIP
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
	Based on the latest school data, one area in need of

1. STEM STEM Goal #1:	improvement is scientific thinking. Scientific thinking can be defined as the ability to define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.				
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	There are limited opportunities for students to be and exposed and fully immersed in real world physical science principles in the classroom.	1.1.a Students will attend a field trip to the Miami Science Museum which currently has exhibits which focus on multiple physical Science principles. 1.1.b. Students will have the opportunity to join the R.R. Moton science club which includes SECME. in which they will have access to activities which integrate real world applications of science principles.	Assistant Principal Science Coach Math Coach	The Leadership Team will review the results of school-site assessment data and District interim assessment data report to monitor learner's progress.	Formative: School-site Focus Calendar Assessments, Science Lab exit slips and lab reports Summative: FCAT 2.0 Mathematics and Science

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
Incorporating Scientific Inquiry	3-5	Science Coach	3-5 Science Teachers	August 17, 2012	Leadership team will meet monthly to monitor learner's progress, analyze data, and the effectiveness of the Science instruction.	Principal, Assistant Principal

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Identify lowest quartile students in grades 3-5 based on instructional needs identified through District Interim Assessments. An In-school intervention framework will be established, and identified students will receive interventions using the Re-Teaching and Strategic Intervention components of the GO Math series.	Next Generation Florida Mathematics Standards Curriculum Everglades K-12	Title I	\$597.00
				Subtotal: \$597.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$597.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Attendance Incentive	\$200.00
Behavior Incentive	\$200.00

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

The Educational Excellence School Advisory Council (EESAC) Committee will meet on a regular basis to address the following topics: professional development, instructional materials, instructional technology, student support services, discipline, safety concerns and resource allocation. Most importantly, however, the EESAC is the sole body responsible for final-decision-making relating to the implementation of the School Improvement Plan (SIP). To this end, the EESAC will receive reports on the status of the implementation of the current SIP on a regular basis to include formative evaluation results to be used to monitor progress towards goal attainment. The ESSAC will ultimately develop and monitor the SIP throughout the current school year.

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 ROBERT RUSSA MOTON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	51%	78%	36%	220	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	57%	48%			105	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?	47% (NO)	50% (YES)			97	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					422	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District ROBERT RUSSA MOTON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	62%	83%	27%	234	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	64%	58%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	65% (YES)			118	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					474	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested