

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: KINLOCH PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: Martha M. Muñoz

SAC Chair: Xaimile Liccioni

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/2/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Martha Muñoz	Bachelors Degree: Elementary Ed. (1-6)  Masters Degree: Urban Education Teaching English Speakers of Other Languages (TESOL)  Educational Leadership	3	14	School Grades: 12/A 11/A 10/A 09/A 08/B  Reading: 53 76 68 67 63  Math: 56 71 68 66 60  Reading Gains: 72 61 66 69 66  Math Gains: 69 61 63 68 65  Reading Gains/25: 86 59 59 71 68  Math Gains/25: 79 71 78 67 78  Reading AMO Progress: 10-11 11-12 12-13 13-14 14-15 15-16 16- 17 48 52 57 61 65 70 74  Mathematics AMO Progress: 10-11 11-12 12-13 13-14 14-15 15-16 16- 17 47 51 56 60 65 69 74

Assis Principal	Kisa Humphrey	Bachelors Degree: Elementary Ed. (1-6) Masters Degree: Reading Ed. (K-12) Certification: Educational Leadership	3	3	School Grades: 12/A 11/A 10/B 09/B 08/B Reading: 53 76 64 62 60 Math: 56 71 71 62 67 Reading Gains: 72 61 63 63 61 Math Gains: 69 61 69 69 71 Reading Gains/25: 86 59 58 63 60 Math Gains/25: 79 71 67 67 70 Reading AMO Progress: 10-11 11-12 12-13 13-14 14-15 15-16 16-17 48 52 57 61 65 70 74 Mathematics AMO Progress: 10-11 11-12 12-13 13-14 14-15 15-16 16-17 47 51 56 60 65 69 74
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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	Himilse Cooper	Bachelors Degree: Elementary Education w/ ESOL Masters Degree: Curriculum and Instruction Certification: Elementary Ed. ESOL Reading Endorsement	26	13	School Grades: 12/A 11/A 10/B 09/A 08/A Reading: 53 76 74 75 68 Reading Gains: 72 61 67 72 64 Reading Gains/25: 86 59 62 72 65 Reading AMO Progress: 10-11 11-12 12-13 13-14 14-15 15-16 16-17 48 52 57 61 65 70 74
Mathematics	Suzanne Rivero-Setien	Bachelors Degree: Primary Education Elementary Education w/ESOL Masters Degree: Ed. Leadership	8	2	School Grades: 12/A 11/A 10/B 09/A 08/A Math: 56 82 72 74 70 Math Gains: 69 89 53 57 67 Math Gains/25: 79 90 49 68 84 Mathematics AMO Progress: 10-11 11-12 12-13 13-14 14-15 15-16 16-17 47 51 56 60 65 69 74

## 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. Interview college students who complete their educational internship within the school	Principal	8/20/12 – 6/13/12 On-Going	
2	2. Partner annual contract teachers with effective veteran staff	Principal	8/20/12 – 6/13/12 On-Going	
3	3. Facilitate professional development/support to address areas of need for instructional staff	Assistant Principal	8/20/12 – 6/13/12 On-Going	
4	4. Facilitate monthly vertical/horizontal articulation meetings amongst all grade levels to discuss implementation/modification of school wide strategies	Principal/Assistant Principal	8/20/12 – 6/13/12 Monthly	

5	5. Provide recognition for perfect attendance amongst instructional staff quarterly.	Principal	June 2013
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## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 – Out of Field 0- Not Highly Effective	Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year.

## 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
56	0.0%(0)	19.6%(11)	42.9%(24)	37.5%(21)	32.1%(18)	78.6%(44)	5.4%(3)	3.6%(2)	75.0%(42)

## Teacher Mentoring Program/Plan

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

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

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Services rendered at Kinloch Park Elementary are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the

decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of Kinloch Park Elementary School Parent Involvement Plan (PIP – which is provided in two languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at District meetings to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Kinloch Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

N/A

#### 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

Kinloch Park Elementary utilizes Title III funds to supplement and enhance the program for English Language Learner (ELL). The funds are to enhance tutorial programs and provide parent outreach activities. Additionally, Title III funds are used to purchase supplemental instructional materials for students.

#### Title X- Homeless

Kinloch Park Elementary uses the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community; and the Project Upstart, Homeless Children & Youth Program for the assistance in identifying, enrollment, attendance, and transportation of homeless students.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

Kinloch Park Elementary implements the Safe and Drug Free Schools Violence Prevention Programs. A specialized curriculum is implemented by classroom teachers and the school counselor provides assistance.

#### Nutrition Programs

- 1) Kinloch Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Kinloch Park Elementary 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.

#### Housing Programs

N/A

#### Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal , Assistant Principal, Curriculum Coaches, SPED Chairperson, ELL Chairperson, Guidance Counselor and Professional Development Liaison

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

The MTSS/RtI Leadership Team will focus meetings around the Florida Continuous Improvement Model, which involves data disaggregation, directing the instructional focus, assessing to ensure goals are being met, and implementing interventions and/or enrichment programs to further student academic development. The team will meet minimally on a quarterly basis to discuss current data results from formative and summative assessments.

As a result the following will occur:

- To align with instructional needs, modifications will be made to content and grade specific Instructional Focus Calendars (IFC)
- Professional Development schedules will address deficiencies with instructional staff
- Due to the implementation of the MTSS/RtI, selected students will be identified as candidates for the Problem Solving Team (PST)/Student Support Team (SST) Process

Members of the MTSS/RtI Leadership Team will corroborate with the Literacy Leadership Team (LLT) and Educational Excellence School Advisory Council (EESAC) to generate multiple resources and strategies to promote student achievement.

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/RtI Leadership Team meets quarterly to ensure the goals and objectives explained in the School Improvement Plan are effectively implemented with student success. Additionally, the RtI Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as the development of the School Improvement Plan's goals and strategies. During 2012-2013 school year, the MTSS/RtI Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance. Members of both teams present solutions to address areas of need.

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

- Reading: Florida Assessment Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), District's Baseline, Interim Assessments, and Post Tests, 2013 Stanford Achievement Test Reading Results, 2013 FCAT 2.0 Reading Results, school-wide assessments, state-adopted textbook assessments, formative assessments from interventions and enrichment tutorials, 5th grade Language! Placement, 3rd grade portfolios, Computer-Assisted Instruction Reports

- Mathematics: District's Baseline, Interim Assessments and Post-tests, 2013 Stanford Achievement Test Mathematics Results, 2013 FCAT 2.0 Mathematics Results, school-wide assessments, state-adopted textbook assessments, formative assessments from interventions and enrichment tutorials, Computer-Assisted Instruction Reports
- Writing: District's Pre-, Midyear and Post Writing Assessments, 2013 FCAT Writing Results, monthly school-wide student samples demonstrating the writing process, student samples from prompts administered in interventions/enrichment tutorials
- Science: District's Baseline, Interim Assessments and Post-tests, 2013 FCAT 2.0 Mathematics Results, 2013 FCAT Science Results, school-wide assessments, Scientific Lab Reports/Journals, formative assessments from interventions and enrichment tutorials, GIZMOS reports

The data management systems are: Edusoft, Progress Monitoring and Reporting Network (PMRN), Reading Plus, Successmaker, FOCUS Achieves.

#### Behavior

- Student Case Management System
- Referrals to PST/SST
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior
- Office referrals per day/ month
- Team climate surveys
- Attendance
- Guidance Counselor Logs

Describe the plan to train staff on MTSS.

In order to increase efficiency with the implementation of MTSS/RtI, Kinloch Park Elementary will continue to utilize resources provided by the Florida Department of Education (FLDOE) MTSS/RtI website, <http://www.florida-rti.org/floridaMTSS/mtf.htm>.

During Professional Learning Community (PLC) sessions, websites, books, articles and other research-based material related to MTSS/RtI will be discussed by administration/instructional staff to deepen knowledge of MTSS/RtI basic principles and procedures.

Describe the plan to support MTSS.

MTSS will be supported through the following:

- Alignment of policies and procedures across classrooms, grade levels and building.
- Curriculum coaches will support instructional personnel and staff problem-solving efforts. Monitor problem-solving process to support planning, implementation and effectiveness of services.
- Maintain positive, collaborative and productive partnerships with all stakeholders who provide educational services to students in order to increase achievement.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal – Martha Muñoz, Assistant Principal –Kisa Humphrey, Reading Coach – Himilse Cooper, EESAC Chair – Xaimile Liccioni, Media Specialist – Belen Rodriguez, SPED Chairperson – Clara Dieguez, ELL Chairperson – Ana S. Negreira

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

An essential focus of the LLT meetings will address reading deficiencies and enhance strengths to cultivate a productive learning environment for all learners. The LLT will also function using the process of the FCIM. The LLT meetings will occur

monthly. Members of the LLT will disaggregate current student data from the following instruments: 2013 FCAT 2.0 results, all assessment periods of FAIR, District's Reading Baseline, Interim Assessments, Post Tests and school-based assessments. As a result of data disaggregation, LLT members will be able to identify areas of weaknesses and success.

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

During the 2012-2013 school year, Kinloch Park Elementary will focus on the following initiatives:

1. Kinloch Park Elementary will strengthen and streamline the implementation of Reading and Writing Across the Curriculum. Special Area classes will incorporate literary strategies with their perspective curriculum. This initiative will increase time allotted for Language Arts/Reading instruction as well as stimulate multiple intelligences our diverse population possess.
2. Strengthen the implementation of differentiated instruction. Teachers will use various forms of data to align instruction with skill based lessons and assessments. During small group instruction, teachers will tailor lessons to be deployed through various activities (Phonemic Awareness/Orthographic Development, Fluency, Working with Words/Vocabulary, and Comprehension). Students who continue to experience difficulties with literacy will be serviced through the MTSS/RTI model. These students will be specifically targeted during the literacy block, through interventions and extended learning opportunities. Kinloch Park Elementary School Comprehensive Data Report will be used to closely monitor individual progress to adjust interventions/enrichment to address specific needs.
3. In preparation for Common Core Standards and Partnership for Assessments of Readiness for College and Careers (PARCC), the implementation of Computer-Assisted Instruction will increase substantially. District web-based programs, such as Reading Plus and the updated version of Successmaker will provide opportunities for students to become acclimated with completing instructional tasks on the computer. Students will also receive lessons which are based on their individual instructional level.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/1/2012)

## \*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.

Kinloch Park Elementary administration and staff hosts "Welcome to Kindergarten" orientations. This meeting initiates a partnership with prospective Kindergarten parents and students. Flyers advertising orientations are distributed to local early education programs. Through this joint venture, parents and children gain familiarity with kindergarten curriculum, expectations, and procedures. Parents/Guardians of prospective students in the local community are also invited to Voluntary Pre-Kindergarten and Kindergarten productions to display culminating activities which exhibit learning outcomes and pedagogical skills of Kinloch Park Elementary School Kindergarten teachers.

The Pre-K Early Growth Indicators are a series of brief assessments activities designed to measure selected set of preschool skills that are crucial for later school success. The assessed areas are divided into three main domains: Early Literacy, Language Development and Early Math. The print/letter knowledge and level of phonological awareness/processing is determined in the Early Literacy portion of assessment. All students are assessed prior to the commencement to kindergarten. The Florida Kindergarten Reading Screener (FLKRS) is the screening tool administered at the beginning of the Kindergarten school year to determine the readiness level of incoming Kindergarten students. FLKRS is composed of two parts: Early Childhood Observation System (ECHOS) and Florida Assessment for Instruction in Reading (FAIR). The results of the data are used to plan instruction and determine the need for interventions. The core academic and behavioral instruction plans will reflect the outcome of the data. This screening tool will be re-administered mid-year and at the end of the year. The students are given the opportunity to interact through the use of learning centers; these activities provide an opportunity for social and emotional growth.

## \*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 Reading Assessment indicate that 24% of students achieved FCAT Achievement Level 3 proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving an FCAT Achievement Level 3 by 6 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(107)	30%(136)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 administration, Reading Application was one of the reporting categories which demonstrated the weakest student performance in third grade.</p> <p>Students lack the knowledge to use adequate strategies to become proficient in the following skills:</p> <ul style="list-style-type: none"> <li>? Identifying the Author's Purpose &amp; Perspective</li> <li>? Identifying the implied Main Idea/ Message</li> <li>? Analyzing Conclusions/ Inferences</li> <li>• Recognizing Cause/Effect Relationships</li> <li>• Determining Text structure</li> <li>Organizational Patterns</li> <li>• Analyzing Theme/Topic</li> </ul>	<p>In addition to using the Houghton Mifflin series, students will dissect text printed in Time for Kids magazines to:</p> <ul style="list-style-type: none"> <li>• identify an author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining</li> <li>• identify the author's perspective in text and focus on what the author thinks and feels</li> <li>• identify the implied main idea, causal relationships, topics and themes embedded in text</li> <li>• become familiar with text structures such as cause/effect, compare/contrast, and chronological order</li> </ul>	Administration LLT	<p>Review student results from assessments to evaluate proficiency in Reading Application related benchmarks. Instructional focus will be adjusted to address students' needs.</p>	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
	<p>According to the 2012 FCAT 2.0 administration, Literary Analysis: Fiction and Non Fiction was the reporting category which demonstrated the weakest student performance in fourth and fifth grade.</p> <p>Students lack the knowledge to use</p>	<p>Students will use a variety of grade-level appropriate texts, including the Houghton Mifflin series, to identify and interpret elements of story structure within and across texts. Students will be exposed to different forms of poetry to practice identifying descriptive</p>	Administration LLT	<p>Review student results from assessments design to evaluate proficiency in Literary Analysis: Fiction and Nonfiction related benchmarks. Instructional focus will be adjusted to address students' needs.</p>	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

2	<p>adequate strategies to become proficient in the following skills:</p> <ul style="list-style-type: none"> <li>Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects</li> <li>Explain and identify the purpose of text features.</li> </ul>	<p>language that defines moods and provides imagery. Students will note how authors use figurative language such as similes, metaphors, and personification.</p> <p>Students will use a variety of nonfiction text, such as age-appropriate magazines (Time for Kids Magazines), how-to articles, brochures, fliers, and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</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>	<p>The results of the 2012 Florida Alternate Assessment in Reading indicate that 2 students achieved a Level 4 - 6.</p> <p>The goal for the 2012-2013 school year is to maintain the number of students achieving a Level 4-6.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>100% (2)</p>	<p>100% (2)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students who participate in the FAA exhibit difficulty reading and comprehending text.</p> <p>Students require multiple reads of a selection prior to responding to comprehension questions.</p>	<p>Students will increase reading fluency and comprehension by:</p> <ul style="list-style-type: none"> <li>engaging in picture walks to assist students in making predictions before, during and after reading a selection</li> <li>listening to read alouds, and auditory tapes that provide print with visuals and or symbols.</li> </ul>	Administration LLT	<p>Review student results from assessments design to evaluate progress related to the components of reading (Phonemic Awareness, Phonics, Orthographic Development, Fluency, Vocabulary, and/or Comprehension) Instructional focus will be adjusted to address students' needs.</p>	<p>Formative: Benchmark Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

<p>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 Reading Assessment indicate that 25% of students achieved FCAT Achievement Level 4 or 5 proficiency.</p> <p>The goal for the 2012-2013 school year is to increase the number of students achieving an FCAT Achievement Level of 4 or 5 by 3 percentage points to 28%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

25%(113)

28%(127)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 administration, third graders demonstrated the weakest student performance in the reporting category of Reading Application.</p> <p>Fourth and fifth graders demonstrated the weakest student performance in the reporting category of Literary Analysis: Fiction and Non Fiction.</p> <p>Students achieving Levels 4 and 5 on the FCAT Assessment regress from one school year to the following. There is a need to increase rigorous activities implemented during classroom instruction.</p>	<p>Implement rigorous and relevant lessons/activities that are aligned to Common Core and Blended NGSS standards to increase student achievement. Teachers will engage students in activities that will require demonstration of application, synthesis and evaluation.</p>	Administration LLT	<p>Utilize assessment data to guide, monitor, and implement rigorous instruction in order to address student needs. Review activities and assessment to focus on individual student strengths.</p>	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	<p>The results of the 2012 Florida Alternate Assessment in Reading indicate that 2 students achieved a Level 7 or above.</p> <p>The goal for the 2012-2013 school year is to maintain the number of students achieving a Level 7 or above.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students who participate in the FAA exhibit difficulty reading and comprehending text.</p> <p>Students require guided instruction to recognize differences between fictional and non fictional text.</p>	<p>Students will increase reading fluency and comprehension by:</p> <ul style="list-style-type: none"> <li>utilizing strategies modeled during directed thinking activities to read and understand difference between fiction, nonfiction and informational text</li> <li>Vocabulary embedded in fictional and non</li> </ul>	Administration LLT	<p>Review student results from assessments design to evaluate progress related to the components of reading (Phonemic Awareness, Phonics, Orthographic Development, Fluency, Vocabulary, and/or Comprehension) Instructional focus will be adjusted to address students' needs.</p>	<p>Formative: Benchmark Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

	fictional text will be introduced to students with pictures/visual cues and print.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT Reading Assessment indicate that 72% of students demonstrated learning gains.  The goal for the 2012-2013 school year is to increase the number of student achieving learning gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(201)	77%(215)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 administration, third graders demonstrated the weakest student performance in the reporting category of Reading Application. Fourth and fifth graders demonstrated the weakest student performance in the reporting category of Literary Analysis: Fiction and Non Fiction. Students lack the knowledge to use adequate strategies to become proficient in the following skills:</p> <ul style="list-style-type: none"> <li>• Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects</li> <li>• Explain and identify the purpose of text features.</li> </ul> <p>? Identifying the Author's Purpose &amp; Perspective ? Identifying the implied Main Idea/ Message</p> <ul style="list-style-type: none"> <li>• Recognizing Cause/Effect Relationships</li> <li>• Determining Text structure</li> <li>Organizational Patterns</li> <li>• Analyzing Theme/Topic</li> </ul>	<p>Each grade level will create Instructional Focus Calendars (IFC) with Primary and Secondary Benchmarks. After data disaggregation of District's Baseline and Interim Assessments, Grade levels will identify two predominant benchmarks which exhibit weak student performance. Students will utilize graphic organizers/ strategies which relate to the benchmarks outlined on the IFC. This will direct instructional focus to diminish student's weaknesses.</p>	Administration LLT	Review assessment data to ensure proficiency on reading benchmarks. Monitor and adjust instruction as needed.	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 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:	The results of the 2012 Florida Alternate Assessment in
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Percentage of students making Learning Gains in reading. Reading Goal #3b:	Reading indicate that 1 student demonstrated learning gains  The goal for the 2012-2013 school year is to maintain the number of students achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who participate in the FAA exhibit difficulty reading and comprehending text.  Students require multiple reads of a selection prior to responding to comprehension questions.	Students will increase reading fluency and comprehension by: <ul style="list-style-type: none"> <li>engaging in picture walks to assist students in making predictions before, during and after reading a selection</li> <li>listening to read alouds, and auditory tapes that provide print with visuals and or symbols.</li> </ul>	Administration LLT	Review student results from assessments design to evaluate progress related to the components of reading (Phonemic Awareness, Phonics, Orthographic Development, Fluency, Vocabulary, and/or Comprehension) Instructional focus will be adjusted to address students' needs.	Formative: Benchmark Assessments  Summative: 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 administration of the FCAT Reading Assessment indicate that 86% of students in the lowest 25% made learning gains.  The goal for the 2012-2013 school year is to increase the number of students identified as lowest 25% achieving learning gains by percentage 5 points to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(62)	91%(66)

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	According to the 2012 FCAT 2.0 administration, third graders demonstrated the weakest student performance in the reporting category of Reading Application. Fourth and fifth graders demonstrated the weakest student performance in the reporting category of Literary Analysis: Fiction and Non Fiction. Students identified as the Lowest 25% have	At the beginning of the 2012-2013 school year, student data will be utilized to identify appropriate strategies to differentiate instruction. In August, selected students will be serviced through Voyager Intervention groups. Implementing Voyager, with fidelity and appropriate pacing will result in greater learning gains with students who are least proficient in reading.	Administration MTSS/RtI Leadership Team LLT	Teachers will meet with administration and Reading Coach on a monthly basis to monitor student progress from Voyager Passport reports. Instruction will be adjusted according to students' needs.	Formative: FAIR, District Baseline and Interim Assessments  Benchmark Assessments  Voyager Passport: Checkpoints  Summative: 2013 FCAT 2.0 Assessment

difficulty reading grade level text			
There is a need to strengthen implementation of Differentiated Instruction as well as interventions for those students who are deficient in Phonemic Awareness, Phonics, Orthographic Development, Fluency, Working with Words/Vocabulary, and/or Comprehension.			

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 is to reduce the number of non-proficient students by 50% using the 2011 FCAT administration as a baseline to the administration of the 2017 FCAT 2.0.					
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. Reading Goal #5B:	The results of the 2012 administration of the FCAT Reading Assessment indicate that ___% of the students in the Hispanic subgroup achieved proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving proficiency in the Hispanic subgroup by ___ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

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	According to the 2012 FCAT 2.0 administration, third graders demonstrated the weakest student performance in the reporting category of Reading Application. Fourth and fifth graders demonstrated the weakest student performance in the reporting category of Literary Analysis: Fiction and Non Fiction.  There is a need to strengthen implementation of	At the beginning of the 2012-2013 school year, Reading and Writing Across the Curriculum Initiative will foster a shared responsibility of literary development with all instructional staff members. Teachers of multiple disciplines (i.e., Art, Music, Spanish and Physical Education) will incorporate Reading/ Writing strategies.  Students will read and respond to a variety of texts with increasing reading difficulty. The	Administration LLT	Review assessment data to ensure reading proficiency Monitor and adjust instruction as needed.	Formative: FAIR, District Baseline and Interim Assessments  Benchmark Assessments  Monthly Student Writing Samples  Summative: 2013 FCAT 2.0 Assessment

Differentiated Instruction which addresses the multiple intelligences. Our student population has difficulty grasping all reading concepts through traditional classroom instruction.	manner in which students respond will vary (i.e., inventories, musical lyrics, scientific reports, plays, how to manuals).		
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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:	The results of the 2012 administration of the FCAT Reading Assessment indicate that ___% of the students in the English Language Learner (ELL) subgroup achieved proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving proficiency in the ELL subgroup by __ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 administration, Vocabulary was the reporting category which demonstrated weak student performance for those identified in the ELL subgroup.</p> <p>Students lack the knowledge to use adequate strategies to become proficient in the following skills:</p> <ul style="list-style-type: none"> <li>• Full command of the language due to the lack of English proficiency.</li> <li>• Determining the meaning of unfamiliar words in text</li> <li>• Context Clues</li> <li>• Synonyms/Antonyms</li> <li>• Multiple Meanings</li> </ul>	<p>Students will utilize a variety of instructional strategies to determine the meaning of unfamiliar words.</p> <p>Strategies will include vocabulary maps/word walls, instruction in shades of meaning, base words and affixes.</p> <p>Students will use English/Spanish dictionaries as a resource to assist with discovering the meaning of unfamiliar terms found in various text (i.e., Time for Kids issues, Houghton Mifflin Basal)</p>	Administration LLT	Review student results from assessments design to evaluate proficiency in Vocabulary related benchmarks. Instructional focus will be adjusted to address students' needs.	<p>Formative: FAIR, District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p> <p>2013 CELLA Results</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	
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 administration of the FCAT Reading Test indicate that ___% of the students in the Economically Disadvantaged (ED) subgroup achieved proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving proficiency in the ED subgroup by ___percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 administration, third graders demonstrated the weakest student performance in the reporting category of Reading Application. Fourth and fifth graders demonstrated the weakest student performance in the reporting category of Literary Analysis: Fiction and Non Fiction.</p> <p>There is a need to strengthen implementation of Differentiated Instruction as well as interventions for those students who are deficient in Phonemic Awareness, Phonics, Orthographic Development, Fluency, Working with Words/Vocabulary, and/or Comprehension.</p>	<p>Develop computer schedules to increase technology usage in the classrooms to ensure Computer Assisted Programs (CAP) such as Successmaker, FOCUS Achieves and Reading Plus are being employed with fidelity during small group/ independent practice.</p>	<p>Administration LLT MTSS/RtI Leadership Team</p>	<p>Review CAP generated reports bi-weekly. Correlate results from reports with formative assessment data to ensure fidelity of programs. Monitor students' progress, and individual weaknesses to adjust instruction.</p>	<p>Formative: FAIR, District Baseline and Interim Assessments</p> <p>Weekly CAP reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>



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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction/Data Analysis	K-5 Reading	Administration	Instructional Personnel	September 2012 - May 2013 Monthly	Lesson Plans/CAP Reports/IFCs/ Data Disaggregation Meetings Evidence of Student Achievement	Administration/LLT
Reading and Writing Across the Curriculum	K-5	Administration	Instructional Personnel	November 6, 2012	Lesson Plans Evidence of Student Achievement	Administration/LLT/ MTSS/RtI Leadership team
Common Core Standards	K-5	Grade level Chair Persons	Instructional Personnel	November 6, 2012	Lesson Plans Evidence of Student Achievement	Administration/LLT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1-5	Time for Kids Subscription	EESAC	\$2,281.50
			Subtotal: \$2,281.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,281.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 administration of the CELLA indicate that 43% of the students scored proficient in the area of Listening/Speaking.
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2012 Current Percent of Students Proficient in listening/speaking:

43% (187)

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 the knowledge to use adequate strategies to become proficient in the following skills:  • Full command of the language due to the lack of English proficiency.  • Determining the meaning of unfamiliar words and concepts in text	To increase English proficiency regarding Listening skills, ELL students will: • Structure conversations around books and subjects that build vocabulary. • Ask questions that are interactive and meaningful.	Administration LLT	Review assessment data to ensure Listening/Speaking proficiency. Monitor and adjust instruction as needed.	Formative: FAIR, District Baseline and Interim Assessments  Benchmark Assessments  Summative: 2013 CELLA Results
2	Students lack the knowledge to use adequate strategies to become proficient in the following skills:  • Full command of the language due to the lack of English proficiency.  • Determining the meaning of unfamiliar words and concepts in text	To increase English proficiency regarding Speaking skills, ELL students will: • Structure conversations around books and subjects that build vocabulary. • Ask questions that are interactive and meaningful.	Administration LLT	Review assessment data to ensure Listening/Speaking proficiency. Monitor and adjust instruction as needed.	Formative: FAIR, District Baseline and Interim Assessments  Benchmark Assessments  Summative: 2013 CELLA Results

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 administration of the CELLA indicate that 32% of the students scored proficient in the area of Reading.
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2012 Current Percent of Students Proficient in reading:

32% (135)

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
	Students lack the knowledge to use adequate strategies to	Students will utilize a variety of instructional strategies to determine	Administration LLT	Review student results from assessments design to evaluate	Formative: FAIR, District Baseline and Interim

1	<p>become proficient in the following skills:</p> <ul style="list-style-type: none"> <li>• Determining the meaning of unfamiliar words in text</li> <li>• Context Clues</li> <li>• Synonyms/Antonyms</li> <li>• Multiple Meanings</li> </ul>	<p>the meaning of unfamiliar words.</p> <p>Strategies will include vocabulary maps/word walls, instruction in shades of meaning, base words and affixes.</p> <p>Students will use English/Spanish dictionaries as a resource to assist with discovering the meaning of unfamiliar terms found in various text (i.e., Time for Kids issues, Houghton Mifflin Basal)</p>	<p>proficiency in Vocabulary related benchmarks.</p> <p>Instructional focus will be adjusted to address students' needs.</p>	<p>Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 CELLA Results</p>
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 administration of the CELLA Assessment indicate that 29% of the students scored proficient in the area of Writing.
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2012 Current Percent of Students Proficient in writing:

29%(135)

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>Through classroom observations and analysis of student data, there is a need to strengthen implementation of the Writing Process for ELL learners.</p> <p>Strengthen the implementation of Differentiated Instruction as well as interventions for those students who are deficient in Focus, Organization, Support and Conventions.</p>	<p>Students will develop writing skills and samples through instruction of the five stages of the Writing Process: Prewriting, Drafting, Editing, Revising and Publishing.</p> <p>Emphasis on individual teacher/student conferences will address individual students' strengths and weaknesses in regards to writing proficiency.</p> <p>During Kinloch Park Elementary Writing Lab, fourth grade students will receive intensive writing instruction which will consist of mini-lessons designed to address identified weaknesses found in student samples. It will also provide additional individualized writing instruction through student-teacher conferencing.</p>	Administration LLT	<p>Implement all aspects of the writing process and utilize the state's rubric to assess student writing samples.</p> <p>Review student writing samples to monitor students' progress and ensure proficiency on writing benchmarks. Adjust instruction to address students' needs.</p>	<p>Formative: District Writing Pre- , Midyear and Post Assessments</p> <p>School-Wide Monthly Student Writing Samples</p> <p>Summative: 2013 CELLA Results</p>

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 result of the 2012 FCAT Mathematics Assessment indicates that 30% of students achieved Level 3 proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving an FCAT Achievement Level 3 by 2 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(138)	32%(145)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT administration, Number: Fractions was one of the reporting categories which demonstrated the weakest student performance in third grade.</p> <p>Students lack knowledge to use adequate strategies to become proficient in the following skills:</p> <ul style="list-style-type: none"> <li>• Representing Mixed numbers</li> <li>• Comparing, Ordering, and Converting Fractions</li> <li>• Finding equivalents to fractions</li> <li>• Adding/</li> <li>• Subtracting Fractions</li> </ul>	<p>Teachers will implement "Go Math" series with fidelity and maintain instructional flow according to the District's pacing guides.</p> <p>Students will utilize manipulatives, models, real life applications, and role playing with instruction of the series to model, demonstrate and assess skill acquisition as it is related to students' areas of weakness.</p> <p>Through student-centered activities students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• fractions and fraction equivalence</li> <li>• represent, compute, estimate and solve problems using numbers through hundred thousand</li> <li>• solve non-routine problems involving fractions</li> </ul>	Administration MTSS/RtI Leadership Team	Review student results from assessments to evaluate proficiency in fraction related benchmarks. Utilize assessment data to guide, monitor, and adjust instruction in order to address student needs.	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
	<p>According to the 2012 FCAT administration, Geometry and Measurement was one of the reporting categories which demonstrated the weakest student performance in fourth and fifth grade.</p> <p>Students lack knowledge to use adequate strategies to become proficient in the following</p>	<p>Teachers will implement "Go Math" series with fidelity and maintain instructional flow according to the District's pacing guides.</p> <p>Students will utilize manipulatives, models, real life applications, and role playing with instruction of the series to model, demonstrate and assess skill</p>	Administration MTSS/RtI Leadership Team	Review student results from assessments to evaluate proficiency in benchmarks related to geometry and measurement. Utilize assessment data to guide, monitor, and adjust instruction in order to address student needs.	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

2	<p>skills:</p> <ul style="list-style-type: none"> <li>analyzing attributes and properties of two- and three-dimensional shapes/objects</li> <li>understanding perimeter, area, volume, and surface area</li> <li>solving problems involving geometric and measurement concepts</li> </ul>	<p>acquisition as it is related to students' areas of weakness.</p> <p>Through student-centered activities students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>determine the area of two/ three-dimensional shapes and analyze their properties</li> <li>classifying angles</li> <li>describe results of transformations</li> <li>identify and plot ordered pairs on the first quadrant</li> <li>compare, contrast, and convert units of measures within the same dimension to solve problems</li> <li>solve problems involving approximations, selections of appropriate tools, and precision in measurement</li> </ul>			
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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 mathematics.</p> <p>Mathematics Goal #1b:</p>	<p>The results of the 2012 Florida Alternate Assessment in Mathematics indicate that 2 students achieved a Level 4 - 6</p> <p>The goal for the 2012-2013 school year is to maintain the number of students achieving a Level 4-6.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>100% (2)</p>	<p>100% (2)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students who participate in the FAA exhibit difficulty comprehending mathematic text and concepts.</p> <p>Students require real objects for tactile exploration and recognition of basic mathematics concepts.</p>	<p>Student-centered instruction will provide students with opportunities to learn mathematics concepts using manipulatives, visuals, number lines and assistive technology</p> <p>To instill mathematic concepts into long term memory, students will engage in the following activities daily: rote counting fact fluency tools for measurement</p>	<p>Administration MTSS/RtI Leadership Team</p>	<p>Review student results from assessments design to evaluate progress related to the mathematics concepts. Instructional focus will be adjusted to address students' needs.</p>	<p>Formative: Benchmark Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2011 FCAT Mathematics Assessment indicate that 31% of students achieved proficiency (Level 4 and 5). The goal for the 2011-2012 school year is to increase the number of students achieving a FCAT Achievement Level of 4 or 5 by 1 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (150)	32% (155)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT administration, Fractions was the reporting category which demonstrated the weakest student performance in third grade. Geometry and Measurement was the reporting category which demonstrated weakest student performance in fourth and fifth grades.</p> <p>Students achieving Levels 4 and 5 on the FCAT Assessment regress from one school year to the following. There is a need to increase rigorous activities implemented during classroom instruction.</p>	Implement rigorous and relevant lessons/activities that are aligned to state standards and student achievement. Students will be involved in activities that will require demonstration of application, synthesis and evaluation.	Administration MTSS/RtI Leadership Team	Utilize assessment data to guide, monitor, and implement rigorous instruction in order to address student needs. Review activities and assessment to focus on individual student strengths.	<p>Formative: Rubrics from Project-Based Assessments District Baseline and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment in Mathematics indicate that 1 student achieved a Level 7 or above.  The goal for the 2012-2013 school year is to maintain the number of students achieving a Level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Students who participate in the FAA exhibit difficulty comprehending mathematic text and concepts.</p> <p>Students require real</p>	Student-centered instruction will provide students with opportunities to learn mathematics concepts using:	Administration MTSS/RtI Leadership Team	Review student results from assessments design to evaluate progress related to the mathematics concepts. Instructional focus will be adjusted to address	<p>Formative: Benchmark Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

1	objects for tactile exploration and recognition of basic mathematics concepts.	<ul style="list-style-type: none"> <li>• guided discussion to engage students in real life math problems</li> <li>• manipulatives, visuals, number lines and assistive technology</li> </ul> <p>To instill mathematic concepts into long term memory, students will engage in the following activities daily: rote counting fact fluency tools for measurement</p>	students' needs.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	<p>The results of the 2012 FCAT Mathematics Assessment indicates that 69% of students made learning gains.</p> <p>The goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 74%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(193)	74%(207)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT administration, Fractions was the reporting category which demonstrated the weakest student performance in third grade. Geometry and Measurement was the reporting category which demonstrated weakest student performance in fourth and fifth grades.</p> <p>Students lack knowledge to use adequate strategies to become proficient in the skills related to reporting categories mentioned above.</p>	<p>Each grade level will create Instructional Focus Calendars with Primary and Secondary Benchmarks. After data disaggregation of District's Baseline and Interim Assessments, Grade levels will identify two predominant benchmarks which exhibit weak student performance.</p> <p>Students will engage in inquiry based, hands-on activities which addresses benchmarks outlined on the IFC. This will direct instruction to focus on student's weaknesses.</p>	Administration MTSS/RtI Leadership Team	Review student results from assessments to evaluate proficiency in benchmarks related to fractions, geometry and measurement. Utilize assessment data to guide, monitor, and adjust instruction in order to address student needs.	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 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 mathematics.  Mathematics Goal #3b:	<p>2012 Florida Alternate Assessment in Mathematics indicated that 1 student will demonstrated learning gains.</p> <p>The goal for the 2012-2013 school year is to maintain the number of student achieving learning gains.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students who participate in the FAA exhibit difficulty comprehending mathematic text and concepts.</p> <p>Students require real objects for tactile exploration and recognition of basic mathematics concepts</p>	<p>Student-centered instruction will provide students with opportunities to learn mathematics concepts using manipulatives, visuals, number lines and assistive technology</p> <p>To instill mathematic concepts into long term memory, students will engage in the following activities daily: rote counting fact fluency tools for measurement</p>	Administration MTSS/RtI Leadership Team	Review student results from assessments design to evaluate progress related to the mathematics concepts. Instructional focus will be adjusted to address students' needs.	<p>Formative: Benchmark Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	The results of the 2012 FCAT Mathematics Assessment indicates that 79% of students identified as the lowest 25% made learning gains.
Mathematics Goal #4:	The goal for the 2012-2013 school year is to increase the number of students identified as the lowest 25% making learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(57)	84%(60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT administration, Fractions was the reporting category which demonstrated the weakest student performance in third grade. Geometry and Measurement was the reporting category which demonstrated weakest student performance in fourth and fifth grades.</p> <p>Strengthen the implementation of Differentiated Instruction as well as interventions</p>	<p>At the beginning of the 2012-2013 school year, student data will be utilized to identify appropriate strategies to differentiate instruction.</p> <p>Students will utilize manipulatives, models, real life applications, and role playing with instruction of the series to model, demonstrate and assess skill acquisition as it is related to students' areas of weakness.</p>	Administration MTSS/RtI Leadership Team	<p>Review student results from assessments to evaluate proficiency in benchmarks related to fractions, geometry and measurement. Utilize assessment data to guide, monitor, and adjust instruction in order to address student needs.</p> <p>Teachers will meet with administration on a monthly basis to monitor student progress from Intervention Logs and student products.</p>	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

for those students who are least proficient.  Limited use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities w/use of manipulatives) during classroom instruction attributed to deficiencies.	In August, selected students will be serviced through Mathematics Intervention groups. Students complete activities which are designed to address individual deficiencies.		
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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 is to reduce the number of non-proficient students by 50% using the 2011 FCAT administration as a baseline to the administration of the 2017 FCAT 2.0.				
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 Mathematics Assessment indicate that ___% of students in the Hispanic subgroup achieved proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving proficiency in the Hispanic subgroup by ___ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

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	According to the 2012 FCAT administration, Fractions was the reporting category which demonstrated the weakest student performance in third grade. Geometry and Measurement was the reporting category which demonstrated weakest student performance in fourth and fifth grades.  Strengthen the implementation of Differentiated Instruction as well as interventions for those students who are least proficient.  Limited use of varied	Develop computer schedules to increase technology usage in the classrooms to ensure students use Computer Assisted Programs (CAP) such as FCAT Explorer, FOCUS Achieves, Brain Pop, SuccessMaker are being employed with fidelity during small group independent practice.	Administration MTSS/RtI Leadership Team	Review CAP generated reports bi-weekly. Correlate results from reports with formative assessment data to ensure fidelity of programs, and students' progress. Identify weaknesses to adjust instruction.	Formative: District Baseline and Interim Assessments  Benchmark Assessments  CAP generated reports  Summative: 2013 FCAT 2.0 Assessment

modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities w/use of manipulatives) during classroom instruction attributed to deficiencies.			
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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 mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Assessment indicate that ___% of students in the English Language Learners (ELL) subgroup achieved proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving proficiency in the ELL subgroup by __ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not Available	Data not Available

**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	According to the 2012 FCAT administration, Fractions was the reporting category which demonstrated the weakest student performance in third grade. Geometry and Measurement was the reporting category which demonstrated weakest student performance in fourth and fifth grades.  ELL students have limited vocabulary and are least proficient in the English Language when transferring or applying mathematical concepts.	Reading and Writing Across the Curriculum Initiative will require teachers to incorporate the following:  Teachers will select a variety of literary texts that introduce or reinforce mathematical skills.  Students' mathematical journals will provide opportunities for students to communicate/respond to real life contexts for mathematical explorations and develop student understanding through the usage of manipulatives, visual aids, vocabulary, oral discussions, and demonstrations.	Administration MTSS/RtI Leadership Team	Review student results from assessments to evaluate proficiency in benchmarks related to fractions, geometry and measurement. Utilize assessment data to guide, monitor, and adjust instruction in order to address student needs.	Formative: District Baseline and Interim Assessments  Benchmark Assessments  Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Assessment indicate that ___% of the students in the Economically Disadvantaged subgroup achieved proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving proficiency in the ED subgroup by ___ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT administration, Fractions was the reporting category which demonstrated the weakest student performance in third grade. Geometry and Measurement was the reporting category which demonstrated weakest student performance in fourth and fifth grades.</p> <p>Strengthen the implementation of Differentiated Instruction as well as interventions for those students who are least proficient.</p> <p>Limited use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities w/use of manipulatives) during classroom instruction attributed to deficiencies.</p>	Develop computer schedules to increase technology usage in the classrooms to ensure students use Computer Assisted Programs (CAP) such as FCAT Explorer, FOCUS Achieves, Brain Pop, SuccessMaker are being employed with fidelity during small group independent practice.	Administration MTSS/RtI Leadership Team	Review CAP generated reports bi-weekly. Correlate results from reports with formative assessment data to ensure fidelity of programs, and students' progress. Identify weaknesses to adjust instruction.	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>CAP generated reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing Across the Curriculum	K-5	Administration	Instructional Personnel	November 6, 2012	Lesson Plans Evidence of Student Achievement	Administration/ MTSS/RtI Leadership Team
Common Core Standards	K-5	Grade level Chair Persons	Instructional Personnel	November 6, 2012	Lesson Plans Evidence of Student Achievement	Administration/ MTSS/RtI Leadership Team
Differentiated Instruction/Data Analysis	K-5 Mathematics	Administration	Instructional Personnel	September 2012- May 2013 Monthly	Lesson Plans/CAP Reports/IFCs/ Data Disaggregation Meetings Evidence of Student Achievement	Administration/ MTSS/RtI Leadership Team

Mathematics Budget:

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

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1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 34% of students achieved FCAT Achievement Level 3 proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving an FCAT Achievement Level 3 by 3 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(50)	37%(55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT administration, Physical Science was the reporting category which demonstrated the weakest student performance.</p> <p>Limited use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities) during classroom instruction hindered student achievement.</p>	<p>Using the FCAT 2.0 Science standards, teachers will create Instructional Focus Calendars with Primary and Secondary Benchmarks. After data disaggregation of District's Baseline and Interim Assessments, teachers will identify two predominant benchmarks which exhibit weak student performance.</p> <p>Students will engage in weekly hands on learning activities/labs which will require students to apply, analyze, and explain concepts related to matter, energy, force, and motion. This will direct instruction to focus on student's weaknesses.</p>	Administration MTSS/RtI Leadership Team	<p>Review assessment data to monitor students' progress and ensure proficiency on benchmarks related to Physical Science. Adjust instruction to address students' needs.</p>	<p>Formative: District Baseline and Interim Assessments</p> <p>Benchmark Assessments</p> <p>Summative: 2013 FCAT 2.0 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 science.  Science Goal #1b:	<p>There are no results from the 2012 Florida Alternate Assessment in Science.</p> <p>The goal for the 2012-2013 school year is to attain students achieving a Level 4-6.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who participate in the FAA	Student-centered instruction will be	Administration MTSS/RtI	Review student results from assessments	Formative: Benchmark

1	exhibit difficulty comprehending scientific text and concepts.  Students require real objects for tactile exploration and recognition of basic scientific concepts.	hands on so students can manipulate and explore actions and outcomes.  Students must have continuous review/practice when learning science concepts.	Leadership Team	design to evaluate progress related to the scientific concepts. Instructional focus will be adjusted to address students' needs.	Assessments  Summative: 2013 Florida Alternate 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:

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 Assessment indicate that 20% of students achieved FCAT Achievement Level 4 or 5 proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving an FCAT Achievement Level 4 or 5 by 2 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(30)	22%(32)

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	According to the 2012 FCAT administration, Physical Science was the reporting category which demonstrated the weakest student performance.  Limited use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities) during classroom instruction hindered student achievement.	Students' Student Learning Notebooks (SLN) will provide opportunities for students to communicate/respond to real life contexts for inquiry-based instruction, hands-on-explorations and develop student understanding through the usage of models illustrated in Brain Pop or in scientific labs, vocabulary, oral discussions, and scientific demonstrations.	Administration MTSS/RtI Leadership Team	Review assessment data to monitor students' progress and ensure proficiency on benchmarks related to Physical Science. Adjust instruction to address students' needs.	Formative: District Baseline and Interim Assessments  Benchmark Assessments  Summative: 2013 FCAT 2.0 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 science.  Science Goal #2b:	There are no results from the 2012 Florida Alternate Assessment in Science.  The goal for the 2012-2013 school year is to attain the number of students achieving a Level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students who participate in the FAA exhibit difficulty comprehending scientific text and concepts.</p> <p>Students require real objects for tactile exploration and recognition of basic scientific concepts.</p>	<p>Students-centered instruction will provide opportunities to correlate text with pictures for exploration and identification of key scientific concepts.</p> <p>During labs/activities, Students will observe real time activities to determine outcomes.</p> <p>Students must have continuous review/practice when learning science concepts.</p>	Administration MTSS/RtI Leadership Team	Review student results from assessments design to evaluate progress related to the scientific concepts. Instructional focus will be adjusted to address students' needs.	<p>Formative: Benchmark Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing Across the Curriculum	K-5	Administration	Instructional Personnel	November 6, 2012	Lesson Plans Evidence of Student Achievement	Administration/ MTSS/RtI Leadership Team
Differentiated Instruction/Data Analysis	K-5 Science	Administration	Instructional Personnel	September 2012 – May 2013 Monthly	Lesson Plans/CAP Reports/IFCs/Data Disaggregation Meetings Evidence of Student Achievement	Administration/ MTSS/RtI Leadership Team

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
1-2	Brain POP Subscription	95830000	\$1,495.00
			Subtotal: \$1,495.00
Professional Development			



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,495.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results from the 2012 FCAT Writing Assessment indicate that 73% of students achieved a Level 3 or higher.  The goal for the 2012-2013 school year is to increase the number of students achieving writing proficiency to 76% which is an increase of 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(116)	76%(120)

### 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	Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels.  Strengthen the implementation of Differentiated Instruction as well as interventions for those students who are deficient in Focus, Organization, Support and Conventions.	Students will develop writing skills and samples through the five stages of the Writing Process: Prewriting, Drafting, Editing, Revising and Publishing.  Emphasis on individual teacher/student conferences will address individual students' strengths and weaknesses in regards to writing proficiency.  During Kinloch Park Elementary Writing Lab, fourth grade students will receive intensive writing instruction which will consist of mini-lessons designed to address identified weaknesses found in student samples. It will also provide additional individualized writing	Administration LLT	Implement all aspects of the writing process and utilize the state's rubric to assess student writing samples.  Review student writing samples to monitor students' progress and ensure proficiency on writing benchmarks. Adjust instruction to address students' needs.	Formative: District Writing Pre-, Midyear and Post Assessment  School-Wide Monthly Writing Samples.  Summative: 2013 FCAT 2.0 Writing Test

	instruction through student-teacher conferencing.			
	Celebrate samples via Young Author's Fair.			

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:	The results of the 2012 Florida Alternate Assessment in Writing indicate that 1 student achieved a Level 4 or above.  The goal for the 2012-2013 school year is to maintain the number of students achieving a Level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Through classroom observations and analysis of student data there is a need to strengthen implementation of the Writing Process throughout all grade levels.	To increase writing proficiency students will: <ul style="list-style-type: none"> <li>• match visuals with sentences to an appropriate topic.</li> <li>• organize picture cards to create sentences and paragraphs on topic.</li> <li>• create a sample through to dictated written responses.</li> </ul>	Administration LLT	Review student writing samples to monitor students' progress and ensure proficiency on writing benchmarks. Adjust instruction to address students' needs.	Formative: District Writing Pre-, Midyear and Post Assessment  School-Wide Monthly Writing Samples.  Summative: 2013 Florida Alternate 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
Effective Writing Instruction	K-5	Administration Reading Coach  Fourth Grade Teachers	Instructional Personnel	November 6, 2012	Lesson Plans Evidence of the Writing Process through Student Samples/Monthly Writing Samples	Administration/LLT
Evaluating Student Samples/Differentiated Instruction Data Analysis	K-5	Administration Reading Coach	Instructional Personnel	September 2012 – May 2013 Monthly	Evidence of the Writing Process through Student Samples/Monthly Writing Samples	Administration/LLT
Reading and					Lesson Plans	Administration/

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:	During the 2011-2012 school year, the attendance rate was 95.82%. The goal for the 2012-2013 school year is to increase the attendance rate by 0.5 percentage points to 96.32%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.82% (837)	96.32% (841)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
254	241
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
160	152
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	Increase the number of students who present and punctual.	Identify and refer students monthly who have accrued a minimum of ten unexcused absences to the school's Attendance Review Committee (ARC). Implement a tiered attendance program to motivate students who achieve perfect attendance. Daily: Recognize homerooms that attain perfect attendance on the school's Public Announcement (PA) system. Quarterly: Students who were present and prompt everyday during a grading period will attend a school wide event (i.e., movie, dance, luncheon) to celebrate their efforts. Annually: Students who were present and prompt everyday during the school year will be publicly acknowledged during the grade level awards ceremony.	Administration MTSS/RtI Leadership Team ARC	Monitor attendance daily. Review responses from parents during ARC meetings. Review District reports pertaining to attendance.	ARC Meeting Logs Daily Attendance Rosters

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
1	Incentives	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$500.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		During the 2011-2012 school year, there were 10 suspensions.			
Suspension Goal #1:		The goal for the 2012-2013 school year is to decrease the number of students suspended by 1.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
0		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
0		0			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
10		9			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
6		5			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Continue to decrease the total number of Out-of-School and In-School Suspensions.	Collaborative efforts will redirect negative behavior by implementing alternate strategies (i.e.	MTSS/RtI Leadership Team	MTSS/RtI Leadership Team will continuously monitor behavior referrals to target students who	ISIS COGNOS

1	<p>detention extended learning opportunities, counseling, locating community resources) rather than suspension to alleviate problematic behavior.</p> <p>Increase opportunities to recognize positive student behavior through school wide initiatives.</p> <p>Quarterly: Students who demonstrate good deeds will be recognized on the PA system and with the county with "Do the Right Thing" nominations.</p> <p>Annually: Students who exhibit positive behavior throughout the entire school year will be publicly acknowledged during the grade level awards ceremony.</p>	repeatedly exhibit inappropriate behavior.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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>	Title - I - see PIP			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
Title - I - see PIP	Title - I - 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:					
1. STEM  STEM Goal # 1:		The results of the 2012 FCAT 2.0 Science Assessment indicate that 34% of students achieved FCAT Achievement Level 3 proficiency.  The goal for the 2012-2013 school year is to increase the number of students achieving an FCAT Achievement Level 3 by 3 percentage points to 37%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT administration, Physical Science was the reporting category which demonstrated the weakest student performance.  Limited use of varied modalities (i.e. inquiry-based instruction; computer assisted programs; hands-on activities) during classroom instruction hindered student achievement.	During the 2012-2013 school year, Kinloch Park Elementary will conduct its annual Science Fair. Students will use the Scientific method to examine real world experiences through investigational activities. These activities will be concentrated on skills related to the reporting category of Physical Science.  Students will form hypotheses, gather data, conduct analysis, and summarize results.	Administration MTSS/Rtl Leadership Team	Rubrics will be used to evaluate students' science projects.  Selected projects will be awarded prizes based on creativity, real-life application and the validity of the Scientific process. Parents will be invited to view projects school wide.	Formative: Science Fair Projects District Baseline and Interim Assessments  Summative: 2013 FCAT Science 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
Gizmos Training	3-5	Gizmo Rep.	Math and Science Teachers	October 9, 2012	Lesson Plans, Students' Science Journals, Formative Science Assessments	Administration/ MTSS/RtI Leadership Team

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

Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1-5	Time for Kids Subscription	EESAC	\$2,281.50
Attendance	1	Incentives	EESAC	\$500.00
				Subtotal: \$2,781.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	1-2	Brain POP Subscription	95830000	\$1,495.00
				Subtotal: \$1,495.00
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: \$4,276.50

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/2/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



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

Projected use of SAC Funds	Amount
Projected funds will be used to maintain and update technology; provide resources to enhance students individual abilities; invite guess presenters to facilitate presentations school wide which will focus on Kinloch Park Elementary	\$3,990.00

areas of need.

Describe the activities of the School Advisory Council for the upcoming 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 KINLOCH PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	71%	75%	61%	283	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	61%	61%			122	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	59% (YES)	71% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District KINLOCH PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	72%	89%	50%	285	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	53%			120	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	49% (NO)			111	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					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested