FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BEL-AIRE ELEMENTARY SCHOOL

District Name: Dade

Principal: Prudence Mingo

SAC Chair: Melissa White

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Prudence Mingo	Bachelor of Science in Elementary Education , Florida Memorial College *Master of Science in Reading and Diagnostic, Nova Southeastern University *Educational Specialist in Educational Leadership, Nova Southeastern University	3	12	'12 '11 '10 '09 '08 School Grade D C D C C AYP NA No No No No High Standards Rdg.34% 59% 41% 44% 48% High Standards Math 39% 62% 57% 51% 52% Lrng Gains-Rdg. 62% 59% 49% 60% 64% Lrng Gains-Math 66% 50% 51% 58% 70% Gains-Rdg-25% 82% 67% 64% 57% 64% Gains-Math-25% 79% 50% 60% 66% 79% *2008-2010 Principal at West Homestead Elementary.
		Bachelor of Science in Early Childhood Education -			

| Assis Principal | Alina I. Gonzalez | Florida International University, Master of Science in Elementary Education - Nova Southeastern University and Educational Leadership - Nova Southeastern University Certified in Elementary Education, ESOL, Primary Education, and Educational Leadership | 1 | 7 | '12 '11 '10 '09 '08
School Grade A C A A B
AYP NA No No No No
High Standards Rdg. 58% 72% 81 % 74% 66%
High Standards Math 62% 78% 77 % 77 % 71%
Lrng Gains-Rdg. 69% 54% 70% 72% 63%
Lrng Gains-Math 69% 60 % 57 % 66% 69%
Gains-Rdg-25% 87% 33% 55% 61% 61%
Gains-Math-25% 83% 53% 61 % 69% 75%

*2008-2012 Assistant Principal at Gulfstream Elementary School. |

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	Shante Thompson	B.S. Elementary Education (K-6) Barry University M.S. Instructional Design with Specialization in Reading Nova Southeastern University	3	5	'12 '11 '10 '09 '08 School Grade D C D C C AYP NA No No No No High Standards Rdg. 34% 59% 41% 44% 43% High Standards Math 39% 62% 57% 51% 33% Lrng Gains-Rdg. 62% 59% 49% 60% 64% Lrng Gains-Math 66% 50% 51% 58% 70% Gains-Rdg-25% 82% 67% 34% 64% 57% Gains-Mathematics- 25% 79% 50% 66% 79% NA * 2008-2010 Reading Coach at West Homestead Elementary * 2007-2008 Teacher at Naranja Elementary
Mathematics	Dashan Person	B.S Elementary Education (K-6) Florida A & M University, ESOL Endorsed M.S. Educational Leadership K-12, University of North Florida	1	1	'12 '11 '10 '09 '08 School Grade C A N/A N/A N/A AYP NA No High Standards Rdg . 43% 83% N/A High Standards Math 54% 85% N/A Lrng Gains-Rdg. 66% 61% N/A Lrng Gains-Math 70% 53% N/A Gains-Rdg-25% 68% 57% N/A Gains-Math-25% 73% 57% N/A *2011-2012—4th grade Math Teacher at Coconut Palm K-8 Academy *2010-2011--3rd grade Co-teacher at Gloria Floyd Elementary School
Science	Brentnold Batson	B.S. Animal Science (K12) Tuskegee Institute M.S. Educational Leadership K-12, Nova Southeastern University	1	1	12 '11 '10 '09 '08 School Grade P C C AYP NA No No High Standards Rdg . 45% 44% 46% High Standards Math 52% 75% 74% Lrng Gains-Rdg. 62% 47% 54% Lrng Gains-Math 58% 72% 77% Gains-Rdg-25% 64% 47% 53% Gains-Math-25% 59% 60% 65%

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. Regular meetings of new teachers with the principal	Principal	On-going	
2	2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	3. Recruit interns from the University of Miami	Principal and Assistant Principal	On-going	
4	4. Recruit interns from the Florida International University	Principal and Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	0

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
37	0.0%(0)	24.3%(9)	48.6%(18)	27.0%(10)	45.9%(17)	100.0%(37)	0.0%(0)	0.0%(0)	75.7%(28)

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
Tally Lawson	Paulelette Ricks-Chambers	Teacher is new to the grade levela dn is within her first three years of teaching	The mentor and mentee will meet bi-weekly in a professional learning community to discuss organization skills, behavior management and curriculum. Time will be allotted for feedback and planning.

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

Bel-Aire Elementary School is a low social-economic school funded through Title I, Part A funds. As a result, this school uses a state approved MTSS/RtI model. Services at Bel-Aire Elementary School are provided to ensure that students requiring additional remediation are assisted. The curriculum leaders develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with school and 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.

Title I, Part C- Migrant

Bel-Aire Elementary School 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

NA

Title II

Bel-Aire Elementary receives funds from the District and 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

Bel-Aire Elementary will apply for Title III funds through the district. The Title III funds will be used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)

Title X- Homeless

Bel-Aire Elementary is assigned a social worker that works with students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate public education.
•Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Bel-Aire Elementary School will receive funding from Supplemental Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program at Bel-Aire Elementary addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. Training and technical assistance for elementary teachers, administrators, and counselors is also a component of this program.

Nutrition Programs

This school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

• Nutrition education, as per state statute, is taught through physical education.

• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's
Wellness Policy.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Bel-Aire Elementary will provide evening subject area meetings where teachers will demonstrate focus skill development. In addition extend an open invitation To the parents to visitor school's Parent Resource Center to receive information regarding available programs. Parents will be involved in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting
requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. School Improvement Grant Fund/School Improvement Grant Initiative The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and recapture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Bel-Aire Elementary School's the MTSS/ RtI is an extension of the school's Leadership Team, strategically integrated in order

to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
the Principal, Assistant Principal, Reading Coach, Mathematics Coach, Science Coach, School Counselor and the School Psychologist.

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 at Bel-Aire Elementary School will meet bi-monthly to review student progress. Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
In addition, administration will also monitor the implementation of RtI to ensure compliance with intervention and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned(Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

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?

At Bel-Aire Elementary School the role the school-based MTSS Leadership Team will take in the development and implementation of the school improvement plan is as follows:
The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. They will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students based on data. The leadership team will consider data the end of year Tier 1 problem solving.

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; clear expectations for instruction (Rigor, Relevance, and Relationship); development of a systemic approach to teaching and aligning processes and procedures.

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.

At Bel-Aire Elementary School data will be used to guide instructional decisions and system procedures for all students and:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

The managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators,

Ongoing Progress Monitoring Tools, Phonics Screening Inventory
•Oral Reading Fluency Measures
•Voyager Checkpoints
•Voyager Benchmark Assessments
•Baseline Benchmark Assessments
•Success Maker Utilization and Progress Reports
•Interim assessments
•State/Local Math and Science assessments
•FCAT
•Student grades
•School site specific assessments

Behavior
•Student Case Management System
•Detentions
•Suspensions/expulsions
•Referrals by student behavior, staff behavior, and administrative context
•Office referrals per day per month
•Team climate surveys
•Attendance
•Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns

Additional Professional Development will be provided during teachers' common planning time and via workshops that will be scheduled throughout the year.

Describe the plan to support MTSS.

Training for all administrators and teachers in the MTSS/RtI problem solving at Tier 1, 2 and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet and Tier 3 Problem Solving Worksheet and Intervention Plan. In addition, providing staff with a network of ongoing support for RtI organized through feeder pattern.
Additional support will be provided but is not limited to:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) consists of the Principal-Prudence Mingo, Assistant Principal-Alina I. Gonzalez, Reading Coach-Shante Thompson, Math Coach-Dashan Person, Science Coach-Brentnold Batson, Angie Rivera(K,1), Clare Willis (2,) Denise Franklyn (3) Lindsey Chapman, Tally Lawson (5) and Tangela Henry (ESE).

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

The Leadership Literacy Team will focus on monitoring and maintaining the effectiveness and fidelity of data driven instruction and research based curriculum.
The team will meet bi-weekly and discuss the results of the assessments that will be given in the areas of reading. The team

will meet with the grade level and provide feedback on the data. Based on the data, the team will identify effective professional development and resources. The team will collaborate to analyze the trend of the progress monitoring data. Enrichment will be discussed in order to ensure that the learners that meet and exceed the benchmarks will receive appropriate and effective enrichment interventions.

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

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

Major initiatives are:
•Develop strategies to increase students' reading comprehension ability.
•Increase the number of 4th grade students who did not achieve a passing score of 4 on the FCAT Writing Assessment.
•Analyze student data and redirect instruction as indicated by data.
•Provide training for teachers on how to effectively give reading and math interventions and review and revise school-wide writing plan and pacing guide.
Additionally, the reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP and the LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Families of preschool children transitioning into kindergarten programs are provided assistance during the school's Kindergarten Meet & Greet, held annually in the spring of the year. At this meeting, parents are provided an overview of the school and the facility, provided immunization and health information, and provided registration information. Children are given an opportunity to meet the teachers and experience various kindergarten activities. Families of preschool handicapped children are provided transition assistance through the school's ESE department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside the school. Students are administered the VPK Readiness Assessment and the beginning of the school and exit assessment at the end of the school year.

*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.

NA

*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?

NA

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?

NA

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

NA

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 2011-2012 FCAT Reading test indicates that 19% of students achieved Level 3 proficiency. Our goal for 2012-2013 school year is to increase level 3 students' proficiency by 10 percentage point to 29%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
19% (42)	29% (64)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 3, Literary. The deficiency is due to students not being able to identify descriptive language that defines mood and provides imagery.	Students will have more opportunity to note authors use of figurative language such as similes, metaphors, and personification. Teacher will also model using "think alouds" how a reader determines meaning using guiding questions and pulling evidence from the text.	Administration, Leadership Literacy Team, Reading Coach	Monitor ongoing classroom assessments and differentiated student work folders.	Formative: District Interim and Monthly mini assessments Summative: 2013 FCAT Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 3, Literary. The deficiency is due to students not being able to identify descriptive language that defines mood and provides imagery.	Students will have more opportunity to note authors use of figurative language such as similes, metaphors, and personification. Teacher will also model using "think alouds" how a reader determines meaning using guiding questions and pulling evidence from the text.	Administration, Leadership Literacy Team, Reading Coach	Monitor ongoing classroom assessments and differentiated student work folders.	Formative: District Interim and Monthly mini assessments Summative: 2013 FCAT Reading Assessment
3	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 2, Reading Application. The deficiency is due to Students not being able to determine the main idea/message, (focusing heavily on implied) and inference in literary text	Teachers will use grade level text during their teacher led center to allow multiple opportunities for students to identify main idea/and message (implied) using graphic organizers and guiding questions. Teachers will also incorporate inferential questions using guiding questions while reading literary text. Teachers	Administration, Leadership Literacy Team, Reading Coach	Monitor ongoing classroom assessments and differentiated student work folders.	Formative: District Interim and Monthly mini assessments Summative: 2013 FCAT Reading Assessment

		will use close reading in the classroom during whole group and small group instruction to model how moderate to higher complexity questions are answered using teacher "think alouds". Teachers will utilize Common Planning Time and Lesson Study as a form of PD to assist teacher in reaching the targeted goals.			

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading test indicates that 13% of students achieved Level 4 and 5 proficiency. Our goal for 2012-2013 school year is to increase level 4 and 5 students' proficiency by 4 percentage point to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (29)	17% (37)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 2, Reading Application.	Teachers will utilize the Survey Question Read Recite and Review (SQ3R) graphic organizer during their teacher led center to build critical thinking skills so that students will be able to	Administration, Leadership Literacy Team, Reading Coach	Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher facilitate and guides students to become independent learners.	Formative: Weekly student work samples utilizing rubric, Monthly mini assessments and District Interim Assessments.

1	The deficiency is due to students lacking the ability to utilize critical thinking strategies to identify theme and topic within and across text.	interpret and organize information while reading. Teachers will attend Common Planning time and Lesson Study Professional Development to effectively utilize close readings strategies asking guided questions, focusing on the inferential and analytical questions.		Rubrics will be developed to assess student learning.	Summative: 2013 FCAT Reading Assessment
2	Teachers will instruct students to identify, interpret, and analyze elements of story structure within and across a variety of texts. Students will use poetry to practice identifying descriptive language that defines moods and provides imagery.	Teachers will instruct students to identify, interpret, and analyze elements of story structure within and across a variety of texts. Students will use poetry to practice identifying descriptive language that defines moods and provides imagery.	Administration, Leadership Literacy Team, Reading Coach	Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher facilitate and guides students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Weekly student work samples utilizing rubric, Monthly mini assessments and District Interim Assessments. Summative: 2013 FCAT Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading test indicates that 62% of students made learning gains. Our goal for 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (84)	67% (91)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary. The deficiency is due to students lacking the vocabulary necessary to be successful readers.	Utilizing differentiated instruction, teachers will help students build their knowledge of word meanings and relationships of words by using context clues, concept maps and interactive word walls.	Administration, Leadership Literacy Team, Reading Coach	Teachers will monitor differentiated student work folders and conference with students on a weekly basis. Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed.	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 FCAT Reading Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 3, Literary. The deficiency is due to students lacking the foundational skills to read more fluently in order to comprehend more complex text	In order to build skills and accelerate growth in the following reading areas: phonics , phonemic awareness, fluency , oral language, vocabulary and comprehension, students will utilize SuccessMaker 30 mins. daily as Tier 2 interventions. Offer teachers Professional Development to ensure understanding of how to implement Differentiated Instruction. PLCs will be held to unwrap the benchmarks and discuss during Common Planning time to promote effective student learning.	Administration, Leadership Literacy Team, Reading Coach	Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 FCAT Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicated that 82% of the students in the lowest 25% made learning gains in the Reading. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 87%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (30)	87% (31)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary. The deficiency is due to students lacking the vocabulary necessary to be successful readers.	Utilizing differentiated instruction, teachers will help students build their knowledge of word meanings and relationships of words by using context clues, concept maps and interactive word walls. In order to build skills and accelerate growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension, students will utilize SuccessMaker 30 mins. 3 times a week as Tier 2 intervention. Teachers will utilize Common Planning Time, PLCs and Lesson Studies to ensure effective instruction in explicit vocabulary is taught. Teachers will also have an opportunity to visit demonstration classes. A school-wide vocabulary initiative will be developed.	Administration, Leadership Literacy Team, Reading Coach	Teachers will monitor differentiated student work folders and conference with students on a weekly basis. Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed.	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 FCAT Reading Assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Test indicate that 38% of the students in the White subgroup and 26% of the students in the Black subgroup achieved proficiency. Our goal for 2012-2013 is to increase 3 percentage points to 41% and 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 38% (5)
Black: 26% (29)

White: 62% (9)
Black: 50% (56)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 2, Reading Application	Teachers will use Common Planning and Lesson Study to reach target goals and ensure effective implementation of reciprocal teaching into their instruction to guide students through the before, during, and after process of reading. Teachers will instruct students to identify, interpret, and analyze elements of story structure within and across a variety of texts. In addition teachers will help students understand character development, character point of view by asking, "What does he/she think, what is his attitude toward…and what is his attitude toward…and what did he say to let me know?	Administration, Leadership Literacy Team, Reading Coach	Teachers will monitor differentiated student work folders and conference with students on a weekly basis. Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed.	Formative: Monthly assessment/data reports and District Interim Assessment.\n\nSummative: 2013 FCAT Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.\n\nReading Goal #5C:	The results of the 2011-2012 FCAT Reading test indicates that students of the English Language Learners (ELL) subgroup achieved 29% proficiency. Our goal for 2012-2013 school year is to increase student performance by 3 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29 % (12)	32% (13)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 2, Reading Application.\n\nThe deficiency is due to students lacking the foundational skills to read more fluently in order to	In order to build skills and accelerate growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension, students will utilize SuccessMaker 30 mins. 3 times a week as Tier 2 intervention. Teaches will be provided with Professional Development in Differentiated Instruction	Administration, Leadership Literacy Team, Reading Coach	Teachers will monitor differentiated student work folders and conference with students on a weekly basis. Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed	Formative: Monthly assessment/data reports and District Interim Assessment.\n\nSummative: 2013 FCAT Reading Assessment.

	comprehend more complex text.	in order to ensure adequate support and monitor od student progress is provided.			

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading test indicates that students of the Students with Disabilities (SWD) subgroup achieved 7% proficiency. Our goal for 2012-2013 school year is to increase student performance by 19 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (2)	26% (7)

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
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<tr>
<td>1</td>
<td>As noted on the administration of the 2012 FCAT Reading Assessment, Students with Disabilities area of deficiency was Reporting Category 2, Reading Application.

The deficiency is due to students not being able to determine the main idea and author's purpose in text because students lack the ability to read literary text fluently due to complex vocabulary.</td>
<td>Implement with fidelity SRA Corrective Reading to meet students needs who scored at achievement level 1 or 2 on the 2011 Administration of the FCAT in grades 3-5. Students will be identified and provided instruction to meet their individual needs.</td>
<td>Administration, Leadership Literacy Team, Reading Coach</td>
<td>Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from the SRA Corrective Reading intervention.</td>
<td>Formative: Monthly assessment/data reports and District Interim Assessment.

Summative: 2013 FCAT Reading Assessment.</td>
</tr>
</table>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading test indicates that 32% of students of the Economically Disadvantaged achieved proficiency. Our goal for 2012-2013 school year is to increase student performance by 12 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (67)	46% (97)

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<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
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<td></td>
<td>As noted on the administration of the 2012 FCAT Reading</td>
<td>Teachers will incorporate reciprocal teaching into their instruction to guide</td>
<td>Administration, Leadership Literacy Team,</td>
<td>Teachers will monitor differentiated student work folders and</td>
<td>Formative: Monthly assessment/data reports and District</td>
</tr>
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	1	Assessment the area of deficiency was Reporting Category 2, Reading Application. The deficiency is due to students not being able to determine the main idea/message, (stated and implied). The deficiency is due to students not being able to determine the main idea and author's purpose in text because students lack the ability to read literary text fluently.	students through the before, during, and after process of reading. Teachers will also incorporate literal and inferential questions using guiding questions while reading literary and informational text. Teachers will use close reading in the classroom during whole group and small group instruction to model how moderate to higher complexity questions are answered using teacher "think alouds". Teachers will be provided with opportunities to develop high order questions to be used during instruction. Teachers will use Common Planning Time to ensure the effectiveness of the questions and development of the lesson.	Reading Coach	conference with students on a weekly basis. Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed.	Interim Assessment. Summative: 2013 FCAT Reading Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching/Best Practices in Reading	K-5 Reading	Reaching Coach	All K-5 Teachers	September 2012/ Grade Level Meetings/On-Going	Classroom walkthroughs and student work samples	Literacy Leadership Team
Successmaker	K-5 Reading	Media Specialist Reading Coach	K-5 Reading Teachers	September 2012/Grade Level Meetings/On-Going	SuccessMaker Program Reports	Literacy Leadership Team
Forming literal, inferential, and analytical questions Questioning Techniques to promote critical thinking	K-5 Reading	Reading Coach	K-5 Reading and Content Area Teachers	Monthly PLC Meetings/On-Going	Classroom walkthroughs and student work samples	Literacy Leadership Team
Data Analysis	K-5 Teachers	Reading Coach	All K-5 Teachers	September 2012/ On-Going	Classroom walkthroughs and Data Reports	Leadership Team
Text Complexity and Common Core	K-5 Reading	Reading Coach	K-5 Reading and Content Area Teachers	October 2012/Grade level Meetings/On-Going	Student work samples and mini-assessments	Literacy Leadership Team

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Text Complexity and Common Core	Title I Reading Coach	Title I	$200.00
Reciprocal Teaching/Best Practices in Reading	Title I Reading Coach	Title I	$200.00
Forming literal, inferential and analytical questions	Title I Reading Coach	Title I	$200.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The result of the 2011-2012 CELLA indicates that 38% of students were proficient on the CELLA assessment. Our goal for 2012-2013 school year is to increase student proficiency by 5 percentage points to 43%.

2012 Current Percent of Students Proficient in listening/speaking:

38% (36)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners students lack the necessary skills to be successful listeners and speakers of English due to the lack of opportunities students have to listen to audio on tape and present orally	Utilizing audio books and role playing, students will be able to develop the necessary skills to be proficient in English. Common Planning and Lesson Study will be used to identify effective strategies to meet targeted goal.	1.1. Administration, Reading Coach Literacy Leadership Team ELL Teachers	Administration 1.1. Review monthly data reports to ensure progress is being made.	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 CELLA Assessment

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 result of the 2011-2012 CELLA indicates that 17% of students were proficient on the CELLA assessment. Our goal for 2012-2013 school year is to increase student proficiency by 5 percentage points to 22%.

2012 Current Percent of Students Proficient in reading:

17% (16)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners students lack the ability to identify and explain story elements of literature.	2.1. English Language Learners students lack the ability to identify and explain story elements of literature. 2.1. In small groups teachers will assist students build knowledge of story elements using story maps and buddy/partner reading. Common Planning and Lesson Study will be used to identify effective strategies to meet targeted goal.	Literacy Leadership Team ELL Teachers Administration	Review monthly data reports to ensure progress is being made and adjust differentiated small groups as needed.	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 CELLA Assessment

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 result of the 2011-2012 CELLA indicates that 21% of students were proficient on the CELLA assessment. Our goal for 2012-2013 school year is to increase student proficiency by 5 percentage points to 26%.

2012 Current Percent of Students Proficient in writing:

21% (20)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners students lack the ability to apply organizational strategies to plan for writing.	Teachers will allow students to share orally personal stories and utilize graphic organizers and story boards to transfer oral information Teachers will utilize Common Planning to develop effective lesson plans to ensure students achieve the	Literacy Leadership Team ELL Teachers Administration	Review monthly data reports to ensure progress is being made	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 CELLA Assessment

					targeted goals.
2	English Language Learners students lack the necessary vocabulary to create writing that will bring precision and expression of ideas.	Teachers will allow students to share orally personal stories and utilize graphic organizers and story boards to transfer oral information Teachers will utilize Common Planning and Lesson Studies to develop effective lesson plans to ensure students achieve the targeted goals.	Literacy Leadership Team ELL Teachers Administration	Review monthly data reports to ensure progress is being made	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2013 CELLA Assessment

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011 - 2012 FCAT Mathematics test indicates that 28% of students achieved a level 3 proficiency. Our goal for 2012-2013 school year is to increase level 3 students' proficiency by 7 percentage point to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (62)	38% (77)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category 2, Number: Fractions The deficiency is due to the students' lack of ability to determine and interpret equivalent fractions and mixed numbers	Provide teachers instructional support through Common Planning time to help students master quick recall of basic addition, subtraction and multiplication facts through the utilization of the Go Math textbooks which provides numerous resources for hands-on activities and interventions in order to reinforce application of skills when working with fractions. Lesson Studies with the teachers will assist in reaching the targeted goals	Administration, Leadership Literacy Team, Math Coach	Ongoing classroom walkthroughs and review of lesson plans by Administration	Formative: Scheduled District and in house assessment. Summative: 2013 FCAT Matematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category 1, Number Sense Concepts and Operations The deficiency is due to the students' lack of critical thinking skills needed to solve real world problems.	Provide instructional Support through Common Planning and Lesson Study to help students master quick recall of basic addition, subtraction and multiplication facts through the utilization of the Go Math textbooks which provides numerous resources for hands-on activities and interventions in order to reinforce application of skills with real world problems.	Administration, Leadership Literacy Team, Math Coach	Ongoing classroom walkthroughs and review of lesson plans by Administration	Formative: Monthly assessment/data reports and District Interim Assessments Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics test indicates that 7% of students achieved Level 4 and 5. Our goal for 2012-2013 school year is to increase levels 4 and 5 students' proficiency by 3 percentage point to 10 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (16)	10% (22)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administraion of the FCAT Mathematics Assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to students limited classroom opportunities to develop exploration and inquiry activities.	Teachers will plan differentiated instruction activities targeting hands-on experiences that allow for practice with higher order problem solving.	Administration, Leadership Literacy Team, Math Coach	Through Professional Learning Communities, Professional Developments and ongoing assistance/monitoring from the Mathematics Coach of enrichment activities.	Formative: Monthly assessment/data reports and District Interim Assessment. Summative: 2023 FCAT Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Common Planning will be provided to the teachers to plan differentiated instruction activities targeting hands-on experiences that allow for practice with higher order thinking skills and relative to real world problem solving. Lesson Study will be incorporated to assist students in reaching targeted goals.	Administration, Leadership Literacy Team, Math Coach	Ongoing classroom walkthroughs and review of lesson plans by Administration	Formative: Monthly assessment/data reports and District Interim Assessments Summative: 2013 FCAT Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics test indicates that 66% of students made learning gains. Our goal for 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (89)	71% (96)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	3a.1. Effectively implement Common Planning time and Lesson Study a cross content curriculum by using literature in the math content in which students can make connections. Data Chats will be conducted in order to review the areas in greatest	Administration, Leadership Literacy Team, Math Coach	Administrators will conduct ongoing data chats and Teachers will adjust instruction as needed to ensure progress is being made and students are making learning gains	Formative: Monthly assessment/data reports and District Interim Assessments Summative: 2013 FCAT Mathematics Assessment
2	Students needed additional time learning and comprehending vocabulary terms, especially when used with content	Students that are not meeting grade level expectations will receive differentiated instruction targeting needed skills. Common Planning will assist with the planning of the Differentiated Instruction along with Data Chats.	Administration, Leadership Literacy Team, Math Coach	Administrators will conduct ongoing data chats and Teachers will adjust instruction as needed to ensure progress is being made and students are making learning gains	Formative: Monthly assessment/data reports and District Interim Assessments Summative: 2013 FCAT Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics test indicates that 79% of students in the lowest 25% made learning gains. Our goal for 2012-2013 school year is to increase students achieving learning gains in the lowest 25 % by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (32)	84% (34)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Through Common Planning Time the teachers will be able to identify lowest performing students in grades 3-5 based on instructional needs. Engage students in activities that include visual stimulus (using manipulative) to develop a solid understanding of numbers Lesson Study and Coaching Cycle will assist teachers in effective implementation to reach targeted goals.	Administration, Leadership Literacy Team, Math Coach	Review formative in house assessments data reports as well as intervention assessments to monitor progress and target areas of deficiencies.	Formative: Scheduled District and in house assessments Summative: 2013 FCAT Mathematics Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	48%	53%	58%	63%	

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 2011-2012 FCAT Mathematics test indicates that 38% of students of the Black subgroup achieved proficiency. Our goal for 2012-2013 school year is to increase student performance by 24 percentage points to 62% points. The results of the 2011-2012 FCAT Mathematics test indicates that 42% of students of the Hispanic subgroup achieved proficiency. Our goal for 2012-2013 school year is to increase student performance by 1 percentage points to 43% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black:26%	Black:50%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Black subgroup did not make AYP. The area of deficiency was Reporting Category 1: Number Sense, Concepts and Operations. The deficiency is due to students' limited knowledge of multiplication facts. Hispanic: As noted on the administration of the 2012 FCAT Mathematics Assessment, the Hispanic subgroup did make AYP. The area of deficiency was Reporting Category 1: Number Sense, Concepts and Operations. The deficiency is due to students' limited knowledge of multiplication facts.	Determine student needs by reviewing common assessment data. Plan differentiated instruction using evidence based instruction/intervention within the scheduled intervention block Professional Development will be made available to teachers in analyzing assessment data and check for understanding of results to adjust instruction as needed. Math Coach will follow-up during Common Planning Time and assist as needed.	Administration, Leadership Literacy Team, Math Coach	Leadership Team and Teachers will meet to review the data to determine benchmark progress. Classroom walkthroughs	Formative: Scheduled District and in house assessments Summative: 2013 FCAT Mathematics Assessment

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

	5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT Math test indicates that 45% of students of English Language Learners (ELL) subgroup achieved proficiency. Our goal for 2012-2013 school year is to increase student performance by 4 percentage points to49%..
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	45% (19)	49% (21)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to students' lack of content vocabulary	Effectively group students for implementation of Mathematics intervention using the MTSS/RtI tiered model instruction. Teaches will be provided with Coaches will provide Professional Development, Common Planning Time and Lesson Study with active coaching to meet the targeted goal. This will include opportunities to visit demonstration classrooms that incorporate explicit vocabulary instruction.	Administration, Leadership Literacy Team, Math Coach	MTSS/RtI Team will have ongoing meetings to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessment	Formative: Scheduled District and Monthly assessments Summative: 2013 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT Mathematics test indicates that 15 % of students of Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for 2012-2013 school year is to increase student performance by 23 percentage points to 38% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (4)	38% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category 1, Number Sense Concepts and Operations.	Effective Common Planning Time and Lesson Study will be provided to teachers to ensure the implementation of Mathematics intervention for all students who scored at achievement level 1 or 2 on the 2012 administration of the	Administration, Leadership Literacy Team, Math Coach	MTSS/RtI Team will have ongoing meetings to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessment	Formative: Scheduled District and Monthly assessments Summative: 2013 FCAT Mathematics Assessment

	The deficiency is due to students' limited knowledge of multiplication facts and number concepts.	Mathematics FCAT in grades 3-5. In addition specific strategies will be identified to assist with barriers. Assistance will be given in order to build teacher capacity and reach targeted goals.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT Mathematics test indicates that 37% of students of the Economically Disadvantaged achieved proficiency. Our goal for 2012-2013 school year is to increase student performance by 8 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (77)	45% (94)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category 1, Number Sense Concepts and Operations. The deficiency is due to students' limited knowledge of multiplication facts and number concepts	Common Planning time and Lesson Study will assist teachers with planning targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction. In addition specific strategies will be identified to assist with barriers. Assistance will be given in order to build teacher capacity and reach targeted goals.	Administration, Leadership Literacy Team, Math Coach	Leadership Team and Teachers will meet to review the data to determine benchmark progress	Formative: Scheduled District and Monthly assessments Summative: 2013 FCAT Mathematics Assessment.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5 Math	Math Coach and Region Support	K-5 Math Teachers	October 2012; Grade Level Meetings/On-Going	Classroom Walk-Throughs and student work samples	Principal Assistant Principal and Math Coach

SuccessMaker	K-5 Math	Math Coach and Region Support	K-5 Math Teachers	September 2012; Grade Level Meetings/On-Going	SuccesMaker Program Reports	Principal Assistant Principal and Math Coach
Data Analysis/Chats	K-5 Math	Math Coach and Region Support	K-5 Math Teachers	September 2012; Grade Level Meetings/On-Going	Classroom Walk-Throughs and student work samples	Principal Assistant Principal and Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differntiated Instruction	Go Math	Title I	$200.00
SuccessMaker	PD Salary for the Math Coach	Title I	$200.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT Science test indicates that 12% of students achieved Level 3. Our goal for the 2012-2013 school year is to increase the number of student scoring at a level 3 by 6 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (8)	18% (12)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency	Provide opportunities	Administration,	Effective use of	Formative:

1	according to three years of trend data has been Scientific Thinking and Earth/Space. Students need to develop higher order thinking skills hands-on inquiry.	for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Teachers will have Common Planning Time and Lesson Study to build their capacity in inquiry based learning, effective lab sessions using interactive journals including opportunities for writing. Also provide more efficient opportunities for teachers to emphasize innovative laboratory experiences with students. 1a.1 on.Effective use of student science interactive journals ensuring a connection to classroom labs and instructi	Leadership Literacy Team, Science Coach	student science interactive journals ensuring a connection to classroom labs and instruction.	School-site monthly assessments. Interim Assessments Summative: 2013 FCAT Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science test indicates that 2% of students achieved Level 4 and 5. Our goal for the 2012-2013 school year is to increase the number of students scoring at a level 4 and 5 by 2 percentage points to 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	2% (1)	4% (3)	

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students need support while exploring hands-on laboratory experiences</td><td>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Teachers will have Common Planning Time and Lesson Study to build their capacity in inquiry based learning, effective lab sessions using interactive journals including opportunities for writing.</td><td>Administration, Leadership Literacy Team Science Coach</td><td>Student progress will be monitored through quarterly assessments given by the District</td><td>Formative: Interim/in house assessments

Summative: 2013 FCAT Science Assessment</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td></td><td></td><td></td><td></td></tr>
</table>

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
Making Real-World Connections in Science	K-5 Science	Science Coach Region Support	K-5 Science Teachers	September 2012; Grade Level Meeting, On-Going	Mini-Assessments and classroom walk-throughs	Literacy Leadership Team
Reading in the Content Areas	K-5 Science	Science Coach Reading Coach Region Support	K-5 Science and Reading Teachers	September 2012; Grade Level Meeting, On-Going	Classroom walk-throughs and student work samples	Literacy Leadership Team
Discovery Education	K-5 Science	Science Coach	K-5 Science Teachers	October 2012; Grade Level Meeting, On-Going	Student work samples and classroom walk-throughs	Literacy Leadership Team
Discovery Education	K-5 Science	Science Coach	K-5 Science Teachers	October 2012; Grade Level Meeting, On-Going	Student work samples and classroom walk-throughs	Literacy Leadership Team
Science Item Specifications	K-5 Science	Science Coach	K-5 Science Teachers	On-Going, Common Planning Times	Classroom Walkthroughs	Literacy Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Making Real-World Connections in Science	Title I Science Coach	Title I	$200.00
Reading in the Content Areas	Title I Science Coach	Title I	$200.00
Discovery Education	Title I Science Coach	Title I	$200.00
			Subtotal: $600.00
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: $600.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1a. FCAT 2.0: Students scoring at Achievement Level	According to the 2011-2012 FCAT Writing Assessment

	3.0 and higher in writing. Writing Goal #1a:	47% of students scored a level 3 or higher. Our goal for school year 2012-2013is to increase the number of students meeting proficiency by 6 percentage points to 53%. for
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	47% (35)	53% (39)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing Assessment was elaboration. Students lack the ability to stay on topic and focus. Students are deficient in organization and natural word choice/adjectives that create writing with well developed ideas.	Have students write and read a variety of expressive forms by : collecting, reading and analyzing the author's craft evident in mentor texts such as form, patterns, rhythm, crafting techniques creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, and chants with (expression) to assist in writing. Provide Common Planning time and active coaching to the teachers in developing student proficiency in writing by increasing opportunities for the students to write about what they read. Lesson Study will be provided on how to incorporate the writing process, application of conventions and varying types of writing.	Administration, Leadership Literacy Team, Science Coach	Writing/Reading Peer Conferencing Logs and Rubric; Review of writing journals; Administration and analysis of monthly writing prompts. The Instructional Focus team, using grade level writing maps as a guide, will monitor monthly progress by meeting monthly to adjust as needed. .	Monthly writing 2013 FCAT Writing test

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				

			Person or	Process Used to

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

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
Conventions in the Writing Process	K-5 Writing	Reading Coach Region Support	K-5 Writing	September 2012; Grade-Level Meetings	Review of Monthly Writing using writing map as a guide to monitor monthly progress.	Literacy Leadership Team
Writing Strategies Effective/Writing Across the Curriculum	K-5 ALL	Reading Coach	All K-5 Teachers	October 2012; Grade-Level Meetings, On-Going	Classroom Walk-throughs and student work samples	Literacy Leadership Team
Common Core Writing	K-5	Reading Coach	All Teachers	October 2012, On-Going	Classroom Walkthroughs, students work samples	Literacy Leadership Team
Six Writing Traits	K-5 all	Reading Coach	All K-5 Teachers	October 2012; Grade-Level Meetings-Ongoing	Classroom Walk-throughs and student work samples	Literacy Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Conventions in the Writing Process	Title I Reading Coach	Title I	$200.00
Writing Across the Curriculum	Title I Reading Coach	Title I	$200.00
Six Writing Traits	Title I Reading Coach	Title I	$200.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance for the 2011-2012 school year was 94.63%. Our goal for this year is to increase attendance to 95.13% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel safe and welcome. In addition, our goal is to decrease the number of students with excessive absences (10 or more) from 174 to 165, and excessive tardiness (10 or more) from 99 to 94.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.63% (487)	95.13% (490)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
174	165
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
99	94

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	From 2011 to 2012 the absences decreased by 1% from previous years. More than 90% of the students are bused to school. As a result, attendance decreases during inclement weather, especially with students in the primary grades.	Communicate via Connect Ed the importance of daily attendance and review attendance procedures as well as attendance contract during monthly parent meetings. Additionally, an attendance plan will be implanted consisting of an incentive program to decrease the amount of absenteeism during inclement weather.	Assistant Principal	Weekly updates to Administration	Attendance Logs District Attendance Reports, and Attendance Contract

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
Wellness and Healthier Generations	K-5/Wellness	Children's Trust	Counselor and Teachers	October 12, 2012	School Based Committee/Wellness	Administration and Wellness Committee
The Importance of Attendance	K-5	Counselor, Dr. Nwosu	Parents	September 27, 2012	Surveys	Counselor, Dr. Nwosu

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Wellness and Healthier Generations	Parent Workshop	Title I	$200.00
The Importance of School	Parent Workshop	TItle I	$200.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Incentices/Rewards	Title I/EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,400.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our Goal for the 2012 – 2013 school year is to decrease the total number of suspensions by 5.
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
53	48

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

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	Parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's suspensions. The deficiency is due to parent and student unfamiliarity with the Student Code of Conduct.	Parents and students will be provided with training on understanding the Student Code of Conduct. Additionally, the Student Code of Conduct will be posted on the school's website and throughout the school. Provide Anti-Bullying and Violence Prevention information to the students by the counselor	Administration Counselor Community Involvement Specialist	Monitor suspension rate reports on a monthly basis. Evidence of communication with parents of students who have been suspended.	Parent Communication Log Parental Involvement Monthly School Report and Parent Communication Log.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anti-Bullying and Violence Prevention	K-5	Counselor, Dr. Nwosu	Parents	January 2013	Surveys	Counselot Dr. Nwosu
Student Code of Conduct	K-5	Principal, Ms. Mingo	School-Wide	August 26, 2012	Monthly Suspension Report	Administration

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Anti-Bullying and Violence Prevention	Parent Workshop	Title I/EESAC	$200.00
Parent Involvement	Parent Workshop	Title I/EESAC	$500.00
			Subtotal: $700.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $700.00

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	NA
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
NA	NA
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
Parent Workshops and Parent Breakfast	Breakfast items, paper goods	Title !	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

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 2011-2012 Science assessment indicated 15% of the students met proficiency. The results of the 2011-2012 Mathematics indicated 39% of the students met proficiency. The STEM goal for the 2012 -2013 is to increase student proficiency by 2% in mathematics and 2% in science.
Problem-Solving Process to Increase Student Achievement	

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

1	The deficiency is due to the students' lack of additional hands-on opportunities in discovery and exploration.	Teachers will provide activities in the problem solving process, while allowing opportunities for engaging students through science discovery.	Administration, Mathematics Coach Science Coach	Administration will monitor and modify the curriculum.	Formative Scheduled District and in-house tri-weekly assessments Summative: 2013 FCAT Math Test 2013 FCAT Science Test

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
N/A						

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A			$0.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	Making Real-World Connections in Science	Title I Science Coach	Title I	$200.00
Science	Reading in the Content Areas	Title I Science Coach	Title I	$200.00
Science	Discovery Education	Title I Science Coach	Title I	$200.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
STEM	N/a			$0.00
				Subtotal: $600.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
STEM	N/A			$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Text Complexity and Common Core	Title I Reading Coach	Title I	$200.00
Reading	Reciprocal Teaching/Best Practices in Reading	Title I Reading Coach	Title I	$200.00
Reading	Forming literal, inferential and analytical questions	Title I Reading Coach	Title I	$200.00
CELLA	N/A			$0.00
Mathematics	Differntiated Instruction	Go Math	Title I	$200.00
Mathematics	SuccessMaker	PD Salary for the Math Coach	Title I	$200.00
Writing	Conventions in the Writing Process	Title I Reading Coach	Title I	$200.00
Writing	Writing Across the Curriculum	Title I Reading Coach	Title I	$200.00
Writing	Six Writing Traits	Title I Reading Coach	Title I	$200.00
Attendance	Wellness and Healthier Generations	Parent Workshop	Title I	$200.00
Attendance	The Importance of School	Parent Workshop	TItle I	$200.00
Suspension	Anti-Bullying and Violence Prevention	Parent Workshop	Title I/EESAC	$200.00
Suspension	Parent Involvement	Parent Workshop	Title I/EESAC	$500.00
STEM	N/A			$0.00
				Subtotal: $2,700.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			$0.00
CELLA	N/A			$0.00

Mathematics	N/A			$0.00
Mathematics	N/A			$0.00
Attendance	Attendance Incentives	Incentices/Rewards	Title I/EESAC	$1,000.00
Parent Involvement	Parent Workshops and Parent Breakfast	Breakfast items, paper goods	Title !	$100.00
STEM	N/A			$0.00
				Subtotal: $1,100.00
				Grand Total: $4,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School Recognition and Incentive programs--Attendance, Academic and Achievement incentives.	$1,999.00

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

During the upcoming school year the School Advisory Council will complete the following activities.
-Conduct monthly meetings to discuss implementation of programs and procedures.
-Assist in the preparation of the school budget.
-Assist in the preparation and evaluation of the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District BEL-AIRE ELEMENTARY SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	62%	82%	30%	233	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	50%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	50% (YES)			117	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					459	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District BEL-AIRE ELEMENTARY SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	66%	91%	31%	250	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	50%	59%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	38% (NO)	67% (YES)			105	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					464	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested