# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
# 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SHADOWLAWN ELEMENTARY SCHOOL

District Name: Dade

Principal: Mrs. Gwendolyn Haynes-Evans

SAC Chair: Ms. Dana Sapp

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

# 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 | Mrs. Gwendolyn Haynes-Evans | BS-Elementary Education, Tuskegee University; Master of Science-Elementary Administration and Supervision, Nova Southeastern University | 4 | 24 | '12 , '11, '10, '09, '08 AMO 48, 52, 57 School Grade B, A, C, C, C AYP N, N, N, N, N High Standards Rdg.38, 63, 52, 53, 50 High Standards Math 50, 70, 68, 62, 63 Lrng Gains-Rdg. 72, 70, 57, 71, 50 Lrng Gains-Math 64, 66, 64, 62, 58 Gains-Rdg-25% 80, 73, 57, 72, 50 Gains-Mth-25% 57, 67, 77, 62, 58 |
| | | Degree/s: BS-Psychology, University of Miami MS-Early | | | |

| Principal | Mr. Leonardo Mouriño | Childhood Education, Florida International University Nova Southeastern University<br><br>Certification/s: Elementary Education, Primary Education K-3 Educational Leadership | 1 | 19 | '12 , '11, '10, '09, '08<br>AMO 48, 52, 57<br>School Grade B, A, A, A, A<br>AYP N, N, N, N, N<br>High Standards Rdg. 51, 73, 71, 72, 66<br>High Standards Math 53, 79, 70, 75, 72<br>Lrng Gains-Rdg. 76, 79, 73, 72, 70<br>Lrng Gains-Math 58, 65, 64, 71, 60<br>Gains-Rdg-25% 86, 76, 58, 64, 73<br>Gains-Mth-25% 58, 68, 69, 75, 73 |

## INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading Coach | Tewaña Reddick | Degree/s: BA-Elementary Education K-6 Union Institute University MS-Reading K-12<br><br>Florida International University ED S – Curriculum & Instruction Management & Supervision ED S – Educational Leadership Nova Southeastern University<br><br>Certification/s: Elementary Education,K-6 ELL Reading K-12 Educational Leadership | 10 | 6 | "12 , '11, '10, '09, '08<br>AMO<br>48, 52, 57<br>School Grade B, A, C, C, C<br>AYP N, N, N, N, N<br>High Standards Rdg.38, 63, 52, 53, 50<br>High Standards Math 50, 70, 68, 62, 63<br>Lrng Gains-Rdg. 72, 70, 57, 71, 50<br>Lrng Gains-Math 64, 66, 64, 62, 58<br>Gains-Rdg-25% 80, 73, 57, 72, 50<br>Gains-Mth-25% 57, 67, 77, 62, 58 |

## 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. Teacher will be able to participate in Professional Development offered by the school district and region to become Highly Qualified | District and Regional Staff | June 2013 | |

## 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 | N/A |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 20 | 0.0%(0) | 15.0%(3) | 55.0%(11) | 30.0%(6) | 35.0%(7) | 100.0%(20) | 10.0%(2) | 0.0%(0) | 85.0%(17) |

## Teacher Mentoring Program/Plan

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

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

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

### Note: For Title I schools only

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

Title I, Part A

Shadowlawn Elementary School's services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Curriculum Coaches develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Shadowlawn 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, and Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the District

Drop-Out Prevention Program.

## Title II

The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teachers (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ELL, etc
• 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. Shadowlawn Elementary School ensures that these individuals take part in the professional development that is needed for teacher growth and student success.

## Title III

Services are provided through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners at Shadowlawn Elementary School. Funds are used to supplement or enhance the programs for ELL by implementing or providing the following:
Shadowlawn Elementary School provide Tutorial programs, Behavioral/Mental counseling services, Professional Development on best practices for ELL and content area teachers, Coaching and Mentoring for ELL and Content Area Teachers, Reading and Supplemental Instructional Materials, Hardware and Software for the development of language and literacy skills in Reading, Mathematics and Science.

## Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

## Supplemental Academic Instruction (SAI)

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

## Violence Prevention Programs

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

## Nutrition Programs

Shadowlawn Elementary School:
1) Adheres to and implements the nutritional requirement stated in the District Wellness Policy.
2) Nutritional education, as per state statue, is taught through Physical Education.
3) The school Food Service Program, School Breakfast, School Lunch, and After Care Snacks, follows the healthy food and beverage guideline as adopted in the District Wellness Policy.
4) The Faculty and Staff have also embarked on a Health and Wellness Program in order to parallel the District's Wellness Program.

## Housing Programs

N/A

## Head Start

N/A

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

It is the goal of Shadowlawn Elementary School to increase parental involvement overall. With the increase of parental involvement with the student activities, it is believed that the student achievement will increase. An Open House before school begins to inform parents about the curriculum, expectations, PTA etc. is planned for parents. In addition, bi-monthly parent activities will be scheduled to increase parent involvement. With the increase of parental involvement, the students will

receive constant encouragement not only from the school, but from their parents, thus creating an atmosphere where learning is encouraged. In addition, Shadowlawn will involve parents in the planning and implementation of the Title 1 Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under the No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title 1 School-Parent Compact; our school's Title 1 Parental Involvement Plan, scheduling the Title 1 Annual Meeting; and other documents/activities necessary in order to comply with the dissemination and reporting requirements. Conduct information parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parent and build their capacity for involvement.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal:
Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation and communicates with parents regarding school based MTSS/RtI plans and activities.

Select General Education Teachers (Primary and Intermediate):
Provides information that participates in student data collection, delivers Tier 1 instruction/Intervention, collaborates with other staff to implement Tier 2 Interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Students Education (SPED) Teachers:
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

English Language Learner (ELL) Teachers:
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Reading Coach:
Develops, Leads and evaluates school core content standards/programs; identifies and analyzes existing literature on Scientifically based curriculum/Behavior Assessment and Intervention Approaches. Identifies systematic patterns of student needs while working with District Personnel to identify appropriate evidence based Intervention Strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, data analysis, participates in the design and delivery of Professional Development and provides support for assessment and implementation monitoring, provides guidance K-12 Reading Plan; facilitates and supports data collection activities; assist in data analysis; provides Professional Development and Technical Assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention plans.

School Psychologist:
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

Technology Specialist:
Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist:
Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel:
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition, to providing intervention, school social workers continue to link child serving and community agencies to the school and family to support the child's academic, emotional, behavioral, and social success.

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 leadership team of Shadowlawn Elementary School will focus meeting around one question; How do we develop and maintain a problem solving system to bring out the best in our school, our teachers and in our students? The team will meet to engage in the following activities: Review Universal Screening Data and link 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 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.

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

The MTSS Leadership team of Shadowlawn Elementary School met with the Educational Excellence School Advisory Council (ESSAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2 and Tier 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction (rigor, relevance, relationship); facilitates the development of a systematic approach to teaching (gradual release, essential questions , activating strategies, teaching strategies, extending, refining, summarizing); aligned 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.

Baseline Data; Progress Monitoring and Recording Network (PMRN), Assessment and Information Management System (AIMS Web), Florida Comprehensive Assessment Test (FCAT), Progress Monitoring: PMRN, AIMS Web, Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Florida Assessments for
Instruction in Reading (FAIR).

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RTI" and "MTSS: Challenges to Implementation Data-Based Decision Making and Supporting and Evaluating Interventions" will take place in mid-August and in October. The MTSS team will also evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts; Alignment of policies and procedures across classroom, grade, building, district, and state levels; Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services; Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes; Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level; Sufficient availability of coaching supports to assist school team and staff problem-solving efforts; Ongoing data-driven professional development activities that align to core student goals and staff needs; and Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The principal, Mrs. Gwendolyn Haynes-Evans, as the instructional leaders of the school, along with the Assistant Prinicpal, Mr. Leonardo Mourino, support literacy instruction and will promote membership on the Literacy Leadership Team by:
• holding meetings at convenient times;
• providing adequate notice of meetings;
• providing time/coverage (if needed) to attend meetings;
• providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
• offering professional growth opportunities such as educational retreat

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• providing adequate notice of meetings;
• providing time/coverage (if needed) to attend meetings;
• providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
• offering professional growth opportunities such as educational retreat

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

The major initiative for the LLT this school year will be to promote reading across the curriculum and increase student learning gains. Another initiative will be to analyze data and target areas of improvement for students.

## 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.

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

At Shadowlawn Elementary, the office staff is directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year. This encourages parent interest in prerequisite skills needed for success in Kindergarten. Shadowlawn will work to establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. Students will take the Florida Voluntary Prekindergarten A(VPK) Assessment. Students will be monitored throughout the school year for progress.

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## *High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | The results of the 2012 Administration of the 2012 FCAT Test indicate that 19% of students achieved level 3 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase the level 3 student proficiency to 32%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 19% (25). | 32% (42) |

| 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 |
| | Grade 3: The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 2, Reading Application.<br><br>Grade 4:<br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction<br><br>Grade 5:<br><br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction | Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts teach students to identify and interpret.<br><br>Students should engage in activities such as: elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" | Principal, Reading Coach and LLT | Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. | Formative Mini Assessments, FAIR, reports generated from SuccessMaker;<br><br>Summative 2013 FCAT 2.0 Reading Assessment |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.<br><br>Students should use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. | | | |

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:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading 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 | 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:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | The results of the 2011 Reading Test indicate that 18% of students achieved levels 4 and 5 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 23%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18% (23) | 23% (30) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Grade 3: The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 2, Reading Application.<br><br>Grade 4:<br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction<br><br>Grade 5:<br><br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction | Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts teach students to identify and interpret.<br><br>Students should implement useful instructional strategies include:<br>graphic organizers (e.g., note taking, mapping); summarization activities<br><br>Students should engage in activities such as: elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how | Principal, Reading Coach and LLT | Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. | Formative student work samples utilizing rubrics, Mini Assessments,<br><br>Summative 2013 FCAT 2.0 Reading Assessment |

| | | authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.<br><br>Students should be given more experience with problem-and-solution-finding activities.<br><br>Students should use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.<br><br>Students should be given more experience with problem-and-solution-finding activities. | | | |

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:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>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.<br><br>Reading Goal #3a: | The results of the 2012 FCAT Reading Test indicate that (72%) of students made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains to (77%). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 72% (53) | 77% (57) |

| 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 |
| | Grade 3: The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 2, Reading Application.<br><br>Grade 4:<br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction<br><br>Grade 5:<br><br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction | Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts teach students to identify and interpret.<br><br>Students should implement useful instructional strategies include: Graphic organizers (e.g., note taking, mapping) and summarization activities<br><br>Students should engage in activities such as: elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice | MTSS/RtI, Principal | Following the FCIM Model. Review SuccessMaker Reports to ensure students are making adequate progress | Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker;<br><br>Summative 2013 FCAT 2.0 Reading Assessment |

| | | |
|---|---|---|
| 1 | identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.<br><br>Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: graphic organizers; concept maps.<br><br>Students should use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.<br><br>Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: graphic organizers; concept maps. | |

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:<br>Percentage of students making Learning Gains in reading.<br><br>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.<br><br>Reading Goal #4: | The results of the 2012 FCAT Reading test indicate that (80%) of the students in the lowest 25% made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase the number of students making learning gains from (80%) to (85%). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 80% (N<30). | 85% (N<30). |

| | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 4.1.<br>As noted on the administration of the 2011 FCAT Reading Test, the number of students in the lowest 25% making learning gains was 73 percent. Although the learning gains percentage increased, students need additional instruction via small group utilizing SuccessMaker program. | 4.1.<br>Implement intervention utilizing SuccessMaker. Monitor the utilization of Differentiated Instruction during the Reading blocks | 4.1.<br>Response to Intervention Team | 4.1.<br>Review SuccessMaker Reports to ensure students are making adequate progress | 4.1.<br>Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker; Summative 2012 FCAT Assessments |
| | Grade 3: The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 2, Reading Application.<br><br>Grade 4:<br>The areas of deficiency as noted on the 2012 FCAT Administration of | Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should | MTSS/RtI, Principal | Following the FCIM Model. Review SuccessMaker Reports to ensure students are making adequate progress | Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker; |

| | | | | | |
|---|---|---|---|---|---|
| 2 | the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction<br><br>Grade 5:<br><br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction | focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts teach students to identify and interpret.<br><br>Students should engage in activities such as: elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.<br><br>Students should use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. | | | | |

| 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 # <br><br> Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% <br><br> 5A : |
| --- | --- |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| --- | --- | --- | --- | --- | --- | --- |
|  | 52 | 57 | 61 | 65 | 70 |  |

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. <br><br> Reading Goal #5B: | The results of the 2012 FCAT Reading test indicate that () % of students in the Black subgroup did not make AMO. <br><br> Our goal for the 2012-2013 school year is to increase the Black subgroup |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: NA <br> Black:37%(41) <br> Hispanic:41% (7) <br> Asian: NA <br> American: NA <br> Indian: NA | White: NA <br> Black:56%(62) <br> Hispanic: 66% (12) <br> Asian: NA <br> American NA <br> Indian: 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 |
| --- | --- | --- | --- | --- | --- |
| 1 | 5A.1. <br><br> Black: As noted on the administration of the 2011 FCAT Reading Test, the number of students in the Black subgroup did make AYP based on Safe Harbor. <br><br> Appropriate and timely placement of students in interventions has been an obstacle. | 5A.1. <br><br> Implement SuccessMaker program. Utilize data to identify students requiring tier 2 and tier 3 intervention within the first two weeks of school and progress monitor them monthly. | 5A.1. <br><br> Response to Intervention | 5A.1. <br><br> Review SuccessMaker Reports to ensure students are making adequate progress. Leadership team will meet monthly to determine effectiveness of the progress monitoring, interventions and SuccessMaker and make changes as necessary. | 5A.1. <br><br> Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker; Summative 2012 FCAT Assessments |
|  | White: N/A <br> Black: 37% <br> Hispanic:41% <br> Asian: NA <br> American Indian:NA <br><br> Grade 3: <br><br> The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 2, Reading Application. <br><br> Grade 4: <br> The areas of deficiency as noted on the 2012 FCAT Administration of | Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be | MTSS/RtI Team, Principal | Following the FCIM Model. Review SuccessMaker Reports to ensure students are making adequate progress. Leadership team will meet monthly to determine effectiveness of the progress monitoring, interventions and SuccessMaker and make changes as necessary. | Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker; <br><br> Summative 2013 FCAT 2.0 Reading Assessment |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 2 | the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Non Fiction<br><br>Grade 5:<br>The areas of deficiency as noted on the 2012 FCAT Administration of the FCAT Reading Test was Reporting Category 4; Informational Text/Research Process. | familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts teach students to identify and interpret.<br><br>Students should engage in activities such as: elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.<br><br>Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. | | | | |

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.<br><br>Reading Goal #5C: | The results of the 2012 FCAT Reading test indicate that students in the ELL subgroup did not make AMO.<br><br>Our goal for the 2012-2013 school year is to increase the ELL subgroup making AMO. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21% (6) | 48% (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 students are in need of additional support of activities to determine meanings of unfamiliar words. | Students will use vocabulary with Context Clues(C17) | Principal MTSS/RtI | Followin the FCIM model, The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. | Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker;<br><br>Summative 2013 FCAT 2.0 Reading Assessment |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br><br>Reading Goal #5D: | 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 subgroup: | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | The results of the 2012 FCAT Reading test indicate that ED did not make satisfactory progress in reading.<br>Our goal for the 2012-2013 school year is to increase the number of students not making satisfactory progress in reading by 38% to 57%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 38%(48) | 57 %(72) |

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

### Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 5D.1. As noted on the administration of the 2011 FCAT Reading Test, the students in the Economically Disadvantaged subgroup didn't make AYP. Appropriate and timely placement of students in interventions has been an obstacle. | 5D.1. Implement the SuccessMaker program. Utilize data to identify students requiring tier 2 and tier 3 intervention within the first two weeks of school and progress monitor them monthly. | 5D.1. Response to Intervention | 5D.1. Review SuccessMaker Reports to ensure students are making adequate progress. Leadership team will meet monthly to determine effectiveness of the progress monitoring, interventions and SuccessMaker and make changes as necessary. | 5D.1. Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker; Summative 2012 FCAT Assessments |
| 2 | The students demonstrated deficiency in Category 2: Reading Application. Students need additional support in identify the Main Idea, and Relevant Supporting Details in a story. | Students will utilize the Success Maker computerized instructional program. | MTSS/RtI Team, Principal | Following the FCIM Model. Review SuccessMaker Reports to ensure students are making adequate progress. Leadership team will meet monthly to determine effectiveness of the progress monitoring, interventions and SuccessMaker and make changes as necessary. | Formative SuccessMaker Reports, FAIR, reports generated from SuccessMaker; Summative 2013 FCAT 2.0 Reading Assessment |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Reciprocal Teaching | K-5 | Reading Coach | K-5 | September 19, 2012 October 3, 2012 | Reading Coach and Principal will visit classrooms and monitor its implementation | Principal |

---

Reading Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

**Other**

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Incentives for students attending the Success Maker Breakfast club and Accelerated Reading (Smarty Parties) | Students in grades 3-5 will arrive to school early to take part in the Success Maker Breakfast Club. Students in grades K-5 will take part in AR Smarty Parties when he or she has reached monthly reading goals. | School Funds | $500.00 |
| | | | Subtotal: $500.00 |
| | | | Grand Total: $500.00 |

*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 results of the 2012 CELLA indicates that (44%) of students scored proficient in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in Listening/Speaking. |
|---|---|

2012 Current Percent of Students Proficient in listening/speaking:

44% (24)

**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 which showed minimal growth and require student to maintain or improve performances as noted on the 2012 CELLA: Listening<br><br>The area which showed minimal growth and require student to maintain or improve performances as noted on the 2012 CELLA: Speaking | Emphasize multiple exposures in meaningful Language Practice and Teacher Led Groups.<br><br>Emphasize multiple exposures in Think Alouds. | Principal and Reading Coach | Following the FCIM Model. Review weekly made teacher generated assessments, In-class observations, and student data results. | Formative Mini Assessments, FAIR<br><br>Summative 2013 CELLA |

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

| 2. Students scoring proficient in reading. CELLA Goal #2: | The results of the 2012 CELLA indicates that (33%) of students scored proficient in Reading. Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in Reading. |
|---|---|

2012 Current Percent of Students Proficient in reading:

33% (18).

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The area which showed minimal growth and require student to maintain or improve performances as noted on the 2012 CELLA: Reading Comprehension.<br><br>Students need additional support in reading for understanding. | Activate and build prior knowledge through the use of graphic organizers (Anticipation Charts and K-W-L Charts).<br><br>Students will also engage in picture walks and predictions. | Principal and Reading Coach | Following the FCIM Model. Review weekly made teacher generated assessments, In-class observations, and student data results. | Formative-Mini Assessments, FAIR Summative 2013 CELLA |

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

| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | The results of the 2012 CELLA indicate that 20% % of students scored proficient in Writing.<br><br>Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in Writing. |
|---|---|

2012 Current Percent of Students Proficient in writing:

20% (12)

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The area which showed minimal growth and require student to maintain or improve performances as noted on the 2012 CELLA: Writing. Students need additional support in utilizing descriptive writing and proper mechanics. | Emphasis the use of journal writing to increase grammar skills. | Principal and Reading Coach | Following the FCIM Model. Review weekly made teacher generated assessments, In-class observations, and student data results. | Formative-Mini Assessments, FAIR, reports generated from SuccessMaker<br><br>Summative 2013 CELLA |

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |

| No Data | No Data | No Data | $0.00 |
|---------|---------|---------|-------|
|         |         |         | Subtotal: $0.00 |

| Technology | | | |
|---------|---------|---------|-------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
|         |         |         | Subtotal: $0.00 |

| Professional Development | | | |
|---------|---------|---------|-------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
|         |         |         | Subtotal: $0.00 |

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

*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.<br><br>Mathematics Goal #1a: | The results of the 2012 FCAT Mathematics test indicate that 28 % of students achieved level 3 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase proficiency to 38%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 28% (37). | 38% (49) |

| 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 | Grade 3:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 2: Number: Fractions<br><br>Grade 4:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement<br><br>Grade 5:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement | Develop an understanding of fractions and fraction equivalence<br><br>Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.<br><br>Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area. | Principal<br>MTSS/RtI | Following the FCIM Model. Review formative monthly assessment data reports to ensure progress is being made and adjust instructions as needed.<br><br>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. | Formative<br>Monthly assessments, District Interim Data Reports, Student Authentic Work.<br><br>Summative<br>2013 Mathematics FCAT 2.0 Assessments |

| 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:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>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 | 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: | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | The results of the 2012 FCAT Mathematics test indicate that 18 % of students achieved proficiency (Levels 4 and 5).<br><br>Our goal is to increase student proficiency to 22%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18%(24) | 22% (29) |

| | 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 | Grade 3:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 2: Number: Fractions<br><br>Grade 4:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement<br><br>Grade 5:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement | Develop an understanding of fractions and fraction equivalence<br><br>Students should participate in the GIZMO computer instructional program.<br><br>Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.<br><br>Students should participate in the GIZMO computer instructional program.<br><br>Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on | Principal<br>MTSS/RtI | Following FCIM Model. Review formative monthly assessment data reports to ensure progress is being made and adjust instructions as needed.<br><br>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.<br><br>Focus on classroom walk-throughs | Formative Monthly assessments, District Interim Data Reports, Student Authentic Work.<br><br>Summative 2013 Mathematics FCAT 2.0 Assessments |

| | |
|---|---|
| the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.<br><br>Students should participate in the GIZMO computer instructional program. | |

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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics 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>N/A</td><td>N/A</td><td>N/A</td><td>N/A</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:

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | The results of the 2012 FCAT Mathematics test indicate that 64%<br>of students made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase student achievement learning gains to 69% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 64% (47) | 69% (51) |

<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></td><td>Grade 3:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was</td><td>Develop an understanding of fractions and fraction equivalence</td><td>Principal<br>MTSS/RtI</td><td>Following FCIM Model. Review formative monthly assessment data reports to ensure progress is</td><td>Formative Monthly assessments, District Interim</td></tr>
</table>

| | | | | being made and adjust instructions as needed.<br><br>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. | Data Reports, Student Authentic Work.<br><br>Summative 2013 Mathematics FCAT 2.0 Assessments |
|---|---|---|---|---|---|
| 1 | Reporting Category 2: Number: Fractions<br><br>Grade 4:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement<br><br>Grade 5:<br>The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement | Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.<br><br>Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area. | | | |

| 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.<br><br>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 | 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 mathematics.<br><br>Mathematics Goal #4: | The results of the 2012 Mathematics FCAT indicate that 57% of students of the lowest made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase the percentage of the students making learning gains to 67%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| 57% (N<30) | 67% (N<30) |
|---|---|

| Problem-Solving Process to Increase Student Achievement |||||
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Grade 3: The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 2: Number: Fractions<br><br>Grade 4: The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement<br><br>Grade 5: The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry and Measurement | Develop an understanding of fractions and fraction equivalence<br><br>Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.<br><br>Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area. | Principal MTSS/RtI | Following FCIM Model. Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.<br><br>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. | Formative Monthly assessments, District Interim Data Reports, Student Authentic Work.<br><br>Summative 2013 Mathematics FCAT 2.0 Assessments |

| 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 #<br><br>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% narrative for the goal in this box.<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
|  | 59 | 63 | 66 | 70 | 74 |  |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: ||
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | The results of the 2012 Mathematics FCAT test indicate that students.<br>did not make satisfactory progress in reading.<br><br>Our goal for the 2012-2013 school year is to increase the number of students not making satisfactory progress |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

White: NA
Black: 48%(53)
Hispanic: 59%(11)
Asian: NA
American NA
Indian: NA

White: NA
Black:61%(68)
Hispanic: 71% (13)
Asian: NA
American Indian: 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 |
| 1 | White: NA Black:48% Hispanic: 59% Asian: NA American NA Indian: Grade 3: The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 2: Number: Operations, Problems, & Statistics. Grade 4: The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 2: Number: Base Ten & Fractions Grade 5: The area of deficiency as noted on the 2012 FCAT Mathematics Test was Reporting Category 3: Geometry & Measurement | Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. | Principal MTSS/RtI | Following the FCIM Model. Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. | Formative Monthly assessments, District Interim Data Reports, Student Authentic Work. Summative 2013 Mathematics FCAT 2.0 Assessments |

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. | The results of the 2012 FCAT Reading test indicate that students in the ELL subgroup did not make AMO. |
|---|---|

| Mathematics Goal #5C: | Our goal for the 2012-2013 school year is to increase the ELL subgroup making AMO. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 39%(11) | 48%(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 | Students need additional support in determining the correct operation to solve word problems. | Provide instruction and practice in using problem-solving to create meaning in a real-world context for students to apply new concepts and skills. | Principal MTSS/RtI | Following the FCIM Model. Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.<br><br>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. | Formative Monthly assessments, District Interim Data Reports, Student Authentic Work.<br><br>Summative 2013 Mathematic 2.0 Assessments. |

| 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.<br><br>Mathematics Goal #5D: | 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 subgroup: | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5E: | The results of the 2012 FCAT Reading test indicate that ED did not make satisfactory progress in reading.<br><br>Our goal for the 2012-2013 school year is to increase the number of students not making satisfactory progress. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50%(64) | 63%(80) |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Students need additional support in determining the correct operation to solve word problems. | Provide instruction and practice in using problem-solving to create meaning in a real-world context for students to apply new concepts and skills. | Principal MTSS/RtI | Following the FCIM Model. Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed.<br><br>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. | Formative Monthly assessments, District Interim Data Reports, Student Authentic Work.<br><br>Summative 2013 Mathematic 2.0 Assessments. |

*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 Leader/PD Liaison | All teachers in grades K-5 | October 17, 2012 December 5, 2012 | In class observation, data from student assessment, authentic student work. | Principal |

Mathematics Budget:

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

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.<br><br>Science Goal #1a: | On the 2012 administration of the Science FCAT 35 % of the students achieved proficiency (FCAT level 3). Our goal for the 2012-2013 school year is to increase the percentage points of students achieving proficiency by 35% percentage points to 39 %. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 35% (12) | 39% (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 areas where students experience the most difficulty are in Reporting Category 3: Physical Science. | 1.1. Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the Fair Game Benchmarks. 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 Physical Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to matter, energy, force, and | Principal MTSS/RtI | Following the FCIM Model. Teams will review the results of the school-site assessment data on a monthly basis to monitor student progress and drive instruction. | Formative: School-site monthly assessments Summative: 2013 FCAT 2.0 Science Assessment |

motion.
Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences.
Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.
Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

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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:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>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 | 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:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | On the 2012 administration of the Science FCAT 15% % scored above proficiency (FCAT level 4 and 5).<br><br>Our goal for the 2012-2013 school year is to increase 2 percentage points of students achieving proficiency to 16 %. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 15% (5) | 16% (6). |

| | 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 areas where students experience the most difficulty are in Reporting Category 3: Physical Science. | Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the Fair Game Benchmarks. 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 Physical Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to matter, energy, force, and motion. Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.<br><br>Identify students | Principal MTSS/RtI | Following the FCIM Model. Projects will be reviewed monthly using a rubric to be sure students are making progress and that adjustments are being made as necessary. | Formative: School developed rubric Summative: 2013 FCAT 2.0 Science Assessment |

| | | scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects. | | | |
|---|---|---|---|---|---|

| 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.<br><br>Science Goal #2b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | 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 |
|---|---|---|---|---|---|---|
| Effective Hands-On Lab Experiments | K-5 | Science Liaison PD Liaison | Teachers for grades K-5 | September 12, 2012 January 9, 2013 February 13, 2013 | In class observations, sheets, student work samples, student data results. | Principal |

Science Budget:

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

| Professional Development | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

| Other | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Journals to improve science skills | Students in grades K-5 will keep and maintain a classroom journal in which they will use during their science block. | School Based Budget | $100.00 |
| | | | Subtotal: $100.00 |
| | | | Grand Total: $100.00 |

*End of Science Goals*

# Writing Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | On the 2012 administration of the Writing FCAT, 73% of students scored a level 3.0 or above. Our goal for the 2012-2013 school year will increase by 76% percentage points. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73% (33) | 76% (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 |
| | During the 2012 FCAT Writing Test, fourth graders demonstrated difficulty in expository and narrative writing.<br><br>Students' need additional support in following the focus and elaboration. In addition to the Skills needed to incorporate real life experiences into their writing. | 3.0 Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: correctly spelling approximations using class resources, utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations capitalizing the first word in each sentence,<br><br>completing sentences with correct capitalization including proper nouns, names and the proper noun I, using ending | Principal, LLT, Reading Coach | Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. | Formative-Student's scores on monthly writing assessments.<br><br>Summative: 2013 FCAT Writing Assessment |

punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece,

including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns, using checklist/FCAT Writing Rubric refine draft conventions.

4.0
Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by:
collecting, reading, and noticing the author's craft such as form, patterns, rhythm, and crafting techniques, determining the purpose of the writing based on the intended audience and the plot structure, creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, chants with expression) to assist in writing applying features to consider tone, mood and word choice, rearranging words, sentences and paragraphs and combining sentences to create interest or pleasing the ear through supporting details, correctly spelling approximations using class resources developing the writing traits of ideas, organization, voice, word choice, sentence fluency, and conventions within the respective poem assessing and refining the writing traits of ideas, organization, voice, word choice, sentence fluency, and conventions within the respective poem format,

1

| | | | | | | |
|---|---|---|---|---|---|---|
| | | utilizing subject/verb and noun/pronoun agreement in simple and compound sentences within the writing, capitalizing and punctuating to assist in creating voice and fluency in the writing, sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, responding to other writers and receiving feedback or writing (T-telling something you like, A-asking a question, G-giving a suggestion). | | | | |

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 | | | | | |
|---|---|---|---|---|---|
| | 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 |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Effective Writing Strategies | Grades 3-4 | Reading Coach | 3rd and 4th Grade Teachers | October 2012 | Leadership Team will meet monthly to monitor student's progress and the effectiveness of the writing instruction.  Students' scores on monthly writing assessments. Classroom walk-through documenting the use of the effective writing | Principal Reading Coach |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Journals to improve writing skills | Students in grades K-5 will maintain a classroom journal in which they will use during their writing block. | School Funds | $100.00 |
| | | | Subtotal: $100.00 |
| | | | Grand Total: $100.00 |

*End of Writing Goals*

# Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | Our goal for the 2012-2013 school year is to increase the attendance rate by minimizing absences due to illness, truancy and creating an environment that is welcoming and appreciative to the student, faculty and parents. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 95.73% (288) | 96.23% (290) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 92 | 87 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 75 | 71 |
| 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 | Attendance Rate: Illnesses<br><br># of students with Excessive Absences: Illnesses<br><br># of Students with Excessive Tardies Illnesses | Maintain a clean and healthy environment for the students and faculty.<br><br>Teach and emulate healthy choices and prevention strategies.<br><br>Utilize the Community Involvement Specialist to make home visits for students with excessive absences and tardies. In addition, the EESAC will donate funds to assist with incentives for students to attend school every day. | Principal ,Guidance Counselor and Social Worker | Principal will monitor school environment on a weekly basis and promote a healthy and clean environment. | Attendance Rosters COGNOS |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Teacher Talk / City of Miami Truancy Program | K-5 | PD Liaison Assistant Principal Counselor | All Teachers | September 13, 2012 October 18, 2012 January 23, 2013 | In class observation, data from student assessment, authentic student work. | Principal |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| 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 |
| Maintain a clean and healthy environment for the students and faculty. Teach and emulate | | | |

| | | | | | |
|---|---|---|---|---|---|
| | healthy choices and prevention strategies. Utilize the Community Involvement Specialist to make home visits for students with excessive absences and tardies. In addition, the EESAC will donate funds to assist with incentives for students to attend school everyday. | Incentives | ESSAC | $500.00 |

| | | |
|---|---|---|
| | | Subtotal: $500.00 |
| | | Grand Total: $500.00 |

*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<br><br>Suspension Goal #1: | For the 2012-2013 school year, our goal for the 2012-2013 is to decrease the number of out of school suspensions and the total number of students suspended. |
| 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 |
| 17 | 15 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 13 | 12 |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Number of Out-of School Suspensions: student Behavior<br><br>Number of students suspended Out of school: Student Behavior. | Utilize the Code of Student Conduct and to provide incentives and monthly activities to recognize students with model behavior.<br><br>Utilize the Code of Student Conduct and to provide incentives and monthly activities to recognize students | Principal | Monitor the teacher's attendance records as well as the daily school wide attendance bulletin weekly. | Monthly COGNOS attendance report. |

| | | with model behavior. | | | |

## 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 |
|---|---|---|---|---|---|---|
| Code of Student Conduct | K-5 | Guidance Counselor/ Student Services | All Classroom Students | August 29, 2012 September 26, 2012 November 7, 2012 | Utilize classroom walk-throughs where students are rewarded for being in school and demonstrating model behavior. | Principal Guidance Counselor Student Services |

Suspension Budget:

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

*End of Suspension Goal(s)*

# Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | N/A - See PIP |

| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
|---|---|
| N/A | N/A |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | | | | | |
| 2 | N/A | N/A | N/A | N/A | 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 |
|---|---|---|---|---|---|---|
| See PIP | | | | | | |

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. STEM<br><br>STEM Goal #1: | On the 2012 administration of the Science FCAT 35 % of the students achieved proficiency (FCAT level 3).<br>Our goal for the 2012-2013 school year is to increase the percentage points of students achieving proficiency by 35% percentage points to 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 | Students meeting criteria to be in the TEAM classroom. | Ensure that students engage in instructional materials for the TEAM and to provide students with more opportunities of higher critical thinking skills. | Principal | Following the FCIM Model. In class observations, student data reports from GIZMO, SuccessMaker, Discovery Education, student data, Science Fair. | Formative Teacher Generated Assessments Interim Assessments<br><br>Summative: FCAT 2.0 Science Assessment |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Integrating Content Areas (Math in Science) | K-5 | Reading Coach Principal | K-5 | October 26, 2012<br><br>January 18, 2013 | In class observation, data from student assessment, authentic student work, Science Fair | Principal |

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Incentives for students attending the Success Maker Breakfast club and Accelerated Reading (Smarty Parties) | Students in grades 3-5 will arrive to school early to take part in the Success Maker Breakfast Club. Students in grades K-5 will take part in AR Smarty Parties when he or she has reached monthly reading goals. | School Funds | $500.00 |
| Science | Journals to improve science skills | Students in grades K-5 will keep and maintain a classroom journal in which they will use during their science block. | School Based Budget | $100.00 |
| Writing | Journals to improve writing skills | Students in grades K-5 will maintain a classroom journal in which they will use during their writing block. | School Funds | $100.00 |
| Attendance | Maintain a clean and healthy environment for the students and faculty. Teach and emulate healthy choices and prevention strategies. Utilize the Community Involvement Specialist to make home visits for students with excessive absences and tardies. In addition, the EESAC will donate funds to assist with incentives for students to attend school everyday. | Incentives | ESSAC | $500.00 |
| | | | | Subtotal: $1,200.00 |
| | | | | Grand Total: $1,200.00 |

# Differentiated Accountability

### School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |
|---|---|---|---|

Are you a reward school: ⊙ Yes ⊙ No

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

No Attachment

## 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 |
|---|---|
| The ESSAC will be utilized to supplement academics, student achievement and student incentives. ESSAC will purchase incentives for students that come to school on a daily basis. | $500.00 |

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

The EESAC will meet to determine the educational needs of the school by meeting to review the School Improvement Plan in an effort to increase the school performance grade. In addition, the EESAC will partner with the administration, faculty and staff to provide activities/incentives to promote student achievement. Lastly, the EESAC will seek to build community involvement and relationships in an effort to create Dade Partners. Monitor implementation of the SIP through ongoing data analysis.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Dade School District**
**SHADOWLAWN ELEMENTARY SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 63% | 70% | 97% | 48% | 278 | 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 | 70% | 66% | | | 136 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 73% (YES) | 67% (YES) | | | 140 | 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 | | | | | 554 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

**Dade School District**
**SHADOWLAWN ELEMENTARY SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 52% | 68% | 79% | 23% | 222 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 57% | 64% | | | 121 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 57% (YES) | 77% (YES) | | | 134 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 477 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |