

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BISCAYNE GARDENS ELEMENTARY

District Name: Dade

Principal: Maria L. LaCavalla

SAC Chair: Karen Garcia

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/12/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maria L. LaCavalla	BS – Elementary Education & Early Childhood Ed. MS – Education Administration ESOL Endorsement	6	18	'12 '11 '10 '09 '08 School Grade D C B C C AYP N N N N High Standards Rdg. 48 60 61 63 63 High Standards Math 47 59 61 57 52 Lrng Gains-Rdg. 67 64 67 65 65 Lrng Gains-Math 57 50 69 50 61 Gains-Rdg-25% 62 65 65 61 68 Gains-Math-25% 51 64 71 47 76
Assis Principal	Meisha Griffith	BS – Elementary Education MS – Elementary Education Specialist – Educational Leadership ESOL Endorsement	6	11	'12 '11 '10 '09 '08 School Grade D C B C C AYP N N N N High Standards Rdg. 48 60 61 63 63 High Standards Math 47 59 61 57 52 Lrng Gains-Rdg. 67 64 67 65 65 Lrng Gains-Math 57 50 69 50 61 Gains-Rdg-25% 62 65 65 61 68 Gains-Math-25% 51 64 71 47 76

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	Karen Garcia	Specialist degree; Educational Leadership Master of Science; Curriculum Bachelor of Science; Elementary Education ESOL endorsement National Board Certification; Middle Childhood Generalist	1	2	'12 School Grade D AYP High Standards Rdg. 48 High Standards Math 47 Lrng Gains-Rdg. 67 Lrng Gains-Math 57 Gains-Rdg-25% 62 Gains-Math-25% 51
Math	Kimberly Wilson	Master of Science; PK/Primary Bachelor of Science; Management Science National Board Certification; Career & Technical Education Certifications; Bookkeeping, Elementary Education, PK/Primary Family and Consumer Science	1	1	'12 School Grade D AYP High Standards Rdg. 48 High Standards Math 47 Lrng Gains-Rdg. 67 Lrng Gains-Math 57 Gains-Rdg-25% 62 Gains-Math-25% 51
Science	Kara Troy	Master of Science; Elementary Education ESOL endorsement Gifted endorsement Bachelor of Science; Business Management	15	3	'12 '11 '10 '09 '08 School Grade D C B C C AYP N N N N High Standards Rdg. 48 60 61 63 63 High Standards Math 47 59 61 57 52 Lrng Gains-Rdg. 67 64 67 65 65 Lrng Gains-Math 57 50 69 50 61 Gains-Rdg-25% 62 65 65 61 68

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. Meeting regularly with new teachers	Principal	June 6, 2013	
2	2. Partnering new teachers with mentor/veteran teachers	Principal	June 6, 2013	
3	3. Promote, encourage participation, and provide on-going professional development through various in-services and workshops	Professional Development (PD) Liaison	June 6, 2013	
4	4. Administration maintains an open door policy and always involves its teachers in educational decisions	Principal/ Assistant Principal	June 6, 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
1	Administration will provide assistance in informing the teacher of courses necessary to become a highly effective instructor.

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
50	2.0%(1)	12.0%(6)	54.0%(27)	32.0%(16)	52.0%(26)	72.0%(36)	6.0%(3)	0.0%(0)	56.0%(28)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tania Alexandre	Courtney Jensen	Ms. Jensen is in her first year as a fourth grade teacher. She needs assistance and guidance in teaching the 4th grade curriculum. Mrs. Alexandre is a veteran 4th grade teacher whose students consistently score at or above grade level in all content areas (reading, math, and writing) on the FCAT.	The mentor and mentee are meeting once a month to discuss evidence-based strategies: data driven/differentiated instruction, classroom management, effective lesson development, data analysis, inclusive practices, on-going progress monitoring, integrated curriculum, and time management. The mentor is given release time to observe the mentee. Time is given for coaching and planning. Coaches will model lessons using appropriate strategies.
		Mr. Carrera is in his first year as a fifth	

Zangria Sutton	Zachary Carrera	grade teacher. He needs assistance and guidance in teaching the 5th grade curriculum. Ms. Sutton is a veteran 5th grade teacher who is familiar with the 5th grade curriculum and demonstrates consistent classroom management. She has also participated in the MINT training program.	The mentor and mentee are meeting once a month to discuss evidence-based strategies: data driven/differentiated instruction, classroom management, effective lesson development, data analysis, inclusive practices, on-going progress monitoring, integrated curriculum, and time management. The mentor is given release time to observe the mentee. Time is given for coaching and planning. Coaches will model lessons using appropriate strategies.
Sala Ferguson	Daniela Carrasco	Ms. Carrasco is in her first year as a fourth grade teacher. She needs assistance and guidance in teaching the 4th grade curriculum. Ms. Ferguson is a veteran teacher whose students consistently score at or above grade level in all content areas of the FCAT.	The mentor and mentee are meeting once a month to discuss evidence-based strategies: data driven/differentiated instruction, classroom management, effective lesson development, data analysis, inclusive practices, on-going progress monitoring, integrated curriculum, and time management. The mentor is given release time to observe the mentee. Time is given for coaching and planning. Coaches will model lessons using appropriate strategies (NGSSS, Common Core standards, and the scientific process).
Carol Ustiak	Joann Rucker	Ms. Rucker is in her 2nd year teaching Kindergarten at Biscayne Gardens Elementary School. She needs assistance and guidance in teaching the Kindergarten curriculum. Mrs. Ustiak is a veteran first grade teacher. She is familiar with the curriculum and is a strong disciplinarian. She also participates in the MINT program.	The mentor and mentee are meeting once a month to discuss evidence-based strategies: data driven/differentiated instruction, classroom management, effective lesson development, data analysis, inclusive practices, on-going progress monitoring, integrated curriculum, and time management. The mentor is given release time to observe the mentee. Time is given for coaching and planning. Coaches will model lessons using appropriate strategies (NGSSS, Common Core standards, and the scientific process).

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

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

Title I, Part C- Migrant

The 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 (after-school and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

The District uses supplemental funds improving basic education as follows:

- training to certify quality mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

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

Title III

Services are provided through the District for educational materials and ELL District support services to improve the education of English Language Learners by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- reading and supplementary instructional materials(K-12)
- professional development on best practices for ESOL and content area teachers

Title X- Homeless

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

relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Biscayne Gardens Elementary School offers a non-violence program through "peaceful resolution" activities and counseling. An anti-drug program is offered to all students and facilitated by our guidance counselor during Red Ribbon Week and the month of October.

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Nutrition Programs

1). The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Biscayne Gardens Elementary School participates in the Healthy Schools Program through the Alliance for a Healthier Generation. The program outlines specific steps that schools can take to create healthier school environments. The following features exist in our school: drinking water is available, school grounds are opened to physical activities for students and their families, physical education teachers track students' body mass index and fitness levels, and play equipment is regularly monitored for safety and environmental quality.

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

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

4.) The school received the "Fresh Fruit and Vegetable Program" Grant sponsored by the USDA, Food and Nutrition Management, and "Fresh From Florida" Grant administered by the MDCPS Department of Food and Nutrition. Students are provided 2-3 times a week a healthy fruit or vegetable to be eaten in school after lunch.

5.) The school is a recipient of the "Plant a Thousand Gardens" Collaborative Nutritional Initiative Grant through The ED Fund of Miami. Teachers participating in the Garden Grant Program are required to teach weekly integrated nutritional lessons.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

Involve parents in the planning and implementation of the Title I 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 No Child Left Behind and other referral services.

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

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Biscayne Gardens Elementary School participates in the Health Connect in Our Schools program.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
 - Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s), Coaches, and Liaisons who will extend and report on meeting goals of the Leadership Team at grade level, subject area, and intervention group. And problem solving.
 - Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted. These individuals are chosen for their diverse input at various levels of education, such as:
 - School reading, math, science coaches
 - Special education personnel
 - School guidance counselor
 - School psychologist
 - School social worker
 - Grade Level Chairpersons
 - Member of advisory group
 - Community stakeholders
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
 - The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
 - The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
 - The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

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

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

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

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).
-

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings monthly. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- FCAT
- Student grades
- School site specific assessments (mini-benchmark assessments)
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The District professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

Describe the plan to support MTSS.

1. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
2. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the following individuals: Maria LaCavalla: Principal, Meisha Griffith: Assistant Principal, Reading Coach: Karen Garcia, Math Coach: Kimberly Wilson, Science Coach: Kara Troy and Grade Chairpersons; Denise Freitas (K & 1), Sharon Calderon (2 & 3), Karen Garcia (4 & 5), Carla Magluta (SPED), Mercedes Cortes (special area teachers).

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

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

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

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 MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The team will develop strategies that will be implemented in order to assist teachers with meeting the needs of their students and thereby improve student performance. Subsequently, the team will meet at the beginning and at the end of each semester to monitor student performance and to decide whether the strategies that have been implemented require any adjustments. The LLT will analyze data from the District and State reading assessments and identify performance trends as well as students weaknesses and make any

adjustments to the overall, school-wide plan as they are needed.

One of the major initiatives of the LLT will be the successful implementation of the Response to Intervention Model (RtI). Teachers will be trained by members of the Leadership Team and be given the opportunity to participate in RtI online course. Another initiative will be to train teachers how to disaggregate student data and tailor their instruction to specifically meet the needs of their students.

The school will also host two student Book Fairs.

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.

Biscayne Gardens Elementary prepares preschool children to make the transition from the home or from pre-schooling by including these children and their families in various school activities on the school site. These activities involve parental workshops, orientation for prospective early childhood programs, and special activities which are designed for the entire family. In this manner, both parents and prospective students are aware of and familiar with the school site, school personnel, and some of the activities which will make up the child's day when he or she arrives at the school to begin formal educational experiences.

The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment serves as an indicator of a child's development by measuring the child's progress on critical skills within a particular domain over time and is administered three times during the school year. Teachers record individual anecdotes providing classroom personnel with the appropriate mechanism to observe the actions and behaviors of young children in order to identify strengths and develop an individual plan of learning. Based on these anecdotes, teachers plan their daily lessons and report the child's progress to the parent/guardian at a formal conference three times a school year. The pre-kindergarten teachers receive instructional program support through the deployment of a Curriculum Support Specialist, reading coach, math/science leader, general curriculum and developmental aspects of teaching and learning in-services, content/practice clinics, and professional learning communities.

Biscayne Gardens hosts transition to pre-kindergarten and to kindergarten issuing invitations to local pre-schools in the neighborhoods.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results from the 2012 FCAT 2.0 Reading Assessment indicate that 21% of students achieved Level 3 proficiency. Biscayne Garden's goal for the 2012-2013 school year is to increase Level 3 student proficiency to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (55)	30% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment for Grade 3 and 5 was Reporting Category 2- Reading Application.	Modeling of reciprocal teaching will take place in all classrooms with an emphasis on text complexity and text coding.	MTSS/RTI Leadership Team Principal Reading Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program-(CAP) Reports Generated from Success Maker; and FCAT Explorer, Discovery Summative: 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment for Grade 4 was Reporting Category 3- Literary Analysis Fiction/Non-Fiction.	Modeling of reciprocal teaching will take place in all classrooms to identify and interpret elements of story structure within and across texts. Help students understand character development and character point of view. 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.	MTSS/RTI Leadership Team Principal Reading Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program-(CAP) Reports Generated from Success Maker; FCAT Explorer, and Discovery Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	The results from the 2012 Florida Alternate Assessment indicate that 26% of students achieved Level 4, 5, or 6 proficiency in Reading.
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Reading Goal #1b:	Biscayne Gardens' goal is to increase achievement to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (12)	31% (15)

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 level of deficiency on the 2012 Florida Alternate Assessment Reading portion suggests students need more reading exposure.	<p>Implement Access Points. Students require multiple reads of a selection prior to responding to comprehension questions.</p> <p>This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.</p> <p>The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>	Principal MTSS/RtI Leadership Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Success Maker; FCAT Explorer, Discovery, Learning Today, and Unique Learning.</p> <p>Summative: 2013 2.0 Florida Alternate Assessment</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results from the 2012 FCAT 2.0 Reading Assessment indicate that 16% of students achieved Level 4 or 5 proficiency. Biscayne Garden's goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase Levels 4 and 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (41)	19% (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
	The area of that showed minimal growth and would require students to maintain or improve as noted on the 2012	To include qualitative and quantitative evaluations of text to help match reader to text and task	MTSS/RtI Leadership Principal Assistant Principal Reading Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted

1	administration of the FCAT Reading Assessment was Reporting Category 2.		needed.	Program-CAP Reports Generated from Success Maker; FCAT Explorer, and Discovery Summative: 2013 2.0 FCAT Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results from the 2012 Florida Alternate Assessment indicate that 60% of students achieved Level 7, 8, or 9 proficiency. Biscayne Garden's goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase Levels 7 or higher student proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (28)	63% (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	The level of deficiency on the 2012 Florida Alternate Assessment Reading portion suggests students need more reading exposure.	Implement Access Points. Students should be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary should be introduced to students with pictures and print. Pictures should be utilized for long term comprehension and retention. To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Principal MTSS/RTI Leadership Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Success Maker; FCAT Explorer, Discovery, Learning Today, and Unique Learning Summative: 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The results from the 2012 FCAT 2.0 Reading Assessment indicate that 62% of students made learning gains in reading. Biscayne Garden's goal for the 2012-2013 school year is to
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Reading Goal #3a:	increase achievement and provide enrichment opportunities to increase student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (90)	67% (97)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 1.	Utilize grade appropriate texts, provide students with opportunities to identify and interpret elements of story structure within and across texts.	MTSS/RtI Leadership Team Principal Assistant Principal Reading Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program-CAP Reports Generated from Success Maker; FCAT Explorer, and Discovery Summative: 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results from the 2012 Florida Alternate Assessment indicate that 95% of students making learning gains in reading. Biscayne Garden's goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (22)	95% (23)

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 level of deficiency on the 2012 Florida Alternate Assessment Reading portion suggests students need more reading exposure.	Implement Access Points. Students will be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary will be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. To improve comprehension, reading selections will be taught	MTSS/RtI Leadership Team Principal Reading coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program-(CAP) Reports Generated from Success Maker; FCAT Explorer, and Discovery Summative: 2013 Florida Alternate Assessment

	at a level that does not frustrate the student (high interest low readability). Students will be given continuous review/practice when learning reading concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).		
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results from the 2012 FCAT 2.0 Reading Assessment indicate that 62% of the lowest 25% students' made learning gains. Biscayne Garden's goal for the 2012-2013 school year is to provide appropriate interventions and remediation and to increase 5 percentage points of students making the lowest 25% learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (23)	67% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1.	. Modeling of reciprocal teaching and differentiated instruction will take place in all classrooms. Small group instruction based on strengths and needs.	MTSS/RtI Leadership Team Principal, Assistant Principal Reading Coach Reading Tutors	Review formative bi-weekly and ongoing classroom assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program-CAP Reports Generated from Success Maker; FCAT Explorer, and Discovery Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results from the 2012 FCAT Reading Test indicate that 45% of students in the Black Subgroup made learning gains and 58% of students in the Hispanic Subgroup made learning gains. Biscayne Gardens' goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percentage of students in the Black and Hispanic subgroups making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 45% (104) Hispanic: 58% (14)	Black: 51% (117) Hispanic: 61% (15)

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	Black: As noted on the administration of the 2012 FCAT Reading Test, the Subgroup decreased by 9 percentage points when compared to the 2011 FCAT Reading administration. 2011: 54% 2012: 45% Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Subgroup is at 58% proficiency. Timely identification and appropriate placement of students requiring intervention is needed	Utilize data to identify Tier 2 and 3 students; place in appropriate interventions and monitor student progress quarterly. Additionally, ensure the MTSS/RtI Model is implemented with fidelity and identify students in the core curriculum needing intervention	MTSS/RtI Leadership Team Principal	MSST/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: F.A.I.R., District, School-Site and Intervention Assessments; and Computer Assisted Program-CAP Reports Generated from Success Maker; and FCAT Explorer Summative: 2013 FCAT Reading Assessment
2					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results from the 2012 FCAT Reading Assessment indicate that 21 % of students in the English Language Learners (ELL) subgroup made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (11)	43% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>ELL: As noted on the administration of the 2012 FCAT Reading Test, the ELL subgroup decreased by 31 percentage points when compared to the 2011 FCAT Reading administration.</p> <p>2011: 52% 2012: 21%</p> <p>Timely identification and appropriate placement of students requiring intervention is needed.</p>	<p>Utilize data to identify Tier 2 and 3 students; place in appropriate interventions and monitor student progress quarterly.</p> <p>Additionally, ensure the MTSS/RtI Model is implemented with fidelity and identify students in the core curriculum needing intervention.</p>	<p>MTSS/RtI Leadership Team Principal</p>	<p>The MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.</p>	<p>Formative: F.A.I.R., District, School-Site and Intervention Assessments; and Computer Assisted Program-CAP Reports Generated from Success Maker; and FCAT Explorer</p> <p>Summative: 2013 FCAT Reading Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The results from the 2012 FCAT Reading Assessment indicate that 67% of students in Students with Disabilities (SWD) subgroup made learning gains.</p> <p>Biscayne Gardens' goal for the 2012-2013 year is to provide appropriate interventions and remediation to increase the percentage of students in the Students with Disabilities (SWD) subgroup making learning gains.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>67% (13)</p>	<p>72% (14)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>SWD: As noted on the administration of the 2012 FCAT Reading Test, the Students with Disabilities subgroup increased by 24 percentage points when compared to the 2011 FCAT Reading administration.</p> <p>2011: 43%. 2012: 67%</p> <p>Timely identification and appropriate placement of students requiring intervention is needed.</p>	<p>Utilize data to identify Tier 2 and 3 students; place in appropriate interventions and monitor student progress quarterly.</p> <p>Additionally, ensure the MTSS/RtI Model is implemented with fidelity and identify students in the core curriculum needing intervention.</p>	<p>MTSS/RtI Leadership Team Principal Reading Coach</p>	<p>The MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.</p>	<p>Formative: F.A.I.R., District and School-Site Assessments and Computer Assisted Program-CAP Reports Generated from Success Maker; and FCAT Explorer</p> <p>Summative: 2013 FCAT Reading Assessment</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results from the 2012 FCAT Reading Assessment indicate that 47% of students in the Economically Disadvantaged subgroup made satisfactory progress in reading.</p> <p>Biscayne Garden's goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percentage of students in the Economically Disadvantaged subgroup making learning gains.</p>
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
47% (113)			51% (123)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ED: As noted on the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup decreased/ by 8 percentage point when compared to the 2011 FCAT Reading administration. 2011: 55%. 2012: 47 % Timely identification and appropriate placement of students requiring intervention is needed.	Utilize data to identify Tier 2 and 3 students; place in appropriate interventions and monitor student progress quarterly. Additionally, ensure the MTSS/ RtI Model is implemented with fidelity and identify students in the core curriculum needing intervention	MTSS/RtI Leadership Team Principal Reading Coach	MTSS/RtI Leadership Team Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: F.A.I.R., District, School-Site and Intervention Assessments; and Computer Assisted Program-CAP Reports Generated from SuccessMaker; and FCAT Explorer Summative: 2013 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5	TBA	All grades	August 20, 2012 – June 6, 2013	Direct observation/ Collaborative Meetings	Administration/Instructional Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehensive Intervention Reading	(FCAT Levels 1 and 2)-Voyager (Grades K-5)	District	\$49.50
Reading Consumables- Houghton Mifflin	K-1	District	\$15.03
			Subtotal: \$64.53
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Houghton Mifflin Harcourt Learning Destination Series (AKA Riverdeep)	Reading K-12	District	\$3.60

Pearson Digital Success Maker	Grades K-5	District	\$9.59
			Subtotal: \$13.19
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
Edusoft/Examview	K-12	District	\$3.82
			Subtotal: \$3.82
			Grand Total: \$81.54

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.		The results from the 2012 CELLA test indicate that 33% of students in grades3-5 achieved proficiency.			
CELLA Goal #1:		Biscayne Gardens' goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 36%.			
2012 Current Percent of Students Proficient in listening/speaking:					
33% (34)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA test was listening and speaking due to parental limited English proficiency.	Utilize appropriate skills that focus on Key Vocabulary; interactive word wall. Brainstorming, activating prior knowledge, and summarizing text. Provide opportunities for think alouds, role playing, and cooperative learning.	MTSS/RtI Leadership Team Principal	Student responds daily in complete sentences to questions and answer activities during school routines.	Informal Assessment: Role Playing, Activating Prior Knowledge Informal and Formal Assessment: Oral Reports 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.	The results from the 2012 CELLA test indicate that 16% of students in grades3-5 achieved proficiency.
CELLA Goal #2:	Biscayne Gardens' goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 19%.

2012 Current Percent of Students Proficient in reading:

16% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA test was in the area of reading proficiency due to limited exposure to literature.	Utilize appropriate skills that include using think/pair/share, reading response journals, and reciprocal reading.	MTSS/RtI Leadership Team Principal	Student will utilize the Houghton Mifflin Vocabulary Readers Kit, and Success Maker. Review of formative assessment data reports to insure progress is being made and adjust instruction as needed.	Formal Assessment: Success Maker, HMH weekly assessments, F.A.I.R. Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results from the 2012 CELLA test indicate that 16% of students in grades3-5 achieved proficiency. Biscayne Gardens' goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 19%.

2012 Current Percent of Students Proficient in writing:

16% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA test was in the area of writing due to limited experience of proper English usage.	Utilize appropriate skills that Word Banks/Vocabulary Notebooks, Heritage Language/English Dictionary, Brainstorming, Activating Prior Knowledge, Summarizing, monthly writing prompt practice, and The Young Writer's Survival Kit.	MTSS/RtI Leadership Team Principal	Review of formative assessment of monthly writing prompts and class assignments to insure progress is being made and adjust instruction as needed.	Informal Assessment: Daily Journal Writing Formal Assessment: Monthly Writing Prompts Summative: 2013 CELLA

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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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. Mathematics Goal # 1a:	The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 24% of students achieved Level 3 proficiency. Biscayne Gardens' goal for the 2012-2013 school year is to increase Level 3 student proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (63)	32% (83)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was in the Content Cluster 1: Numbers Fractions.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities through hands-on and the use of manipulatives.</p>	<p>Provide grade level appropriate contexts for mathematical exploration through differentiated instruction and the development of student understanding of fractions by increasing the use of manipulatives, hands-on activities, and engaging opportunities for practice through the implementation of the state adopted Go Math Series.</p> <p>Use literature in mathematics to provide the necessary meaning for children to successfully grasp concepts and allows students to make connections with real-world situations.</p> <p>Engage students in activities to use technology (such as Gizmos or SuccessMaker) that include visual stimulus to develop conceptual understanding of numbers.</p>	Administration Math Coach Grade Chairperson	On-going; Review formative assessment data reports to ensure progress is being made and adjust interventions as necessary.	<p>Formative: Increased achievement between interim assessments. Success Maker Gizmos</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p>
	<p>The area which demonstrated no changes in the average percent correct when comparing 2011 to 2012 administration of the FCAT 2.0 Mathematics Assessment in grade 4 and 5 was in the Content Cluster 3: Geometry and Measurement.</p> <p>The deficiency is due to</p>	<p>Provide contexts for mathematical exploration through differentiated instruction and the development of student understanding of geometric and measurement concepts by increasing the use of manipulatives, hands-on activities, and engaging opportunities for practice through the</p>	MTSS/RtI Leadership Team Administration Math Coach Grade Chairperson	On-going; Review formative assessment data reports to ensure progress is being made and adjust interventions as necessary.	<p>Formative: Gizmos and Success Maker Increased achievement between interim assessments.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p>

2	limited classroom opportunities to develop exploration and inquiry activities through hands-on and the use of manipulatives.	<p>implementation of the state adopted GO Math Series.</p> <p>Provide grade –level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area using appropriate units, strategies, and tools to solve problems involving these measures.</p> <p>Technology Engage students in activities to use technology (such as Gizmos or SuccessMaker) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. Utilization of Go Math! Florida, FCAT Explorer by students</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:</p>	<p>The results from the 2012 Florida Alternate Assessment Mathematics Portion indicate that 32% of students achieved Levels 4, 5, or 6.</p> <p>Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement for Levels 4, 5, or 6 students.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (15)	37% (17)

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 level of deficiency on the 2012 Florida Alternate Assessment Mathematics portion suggests students need more hands-on math experiences.	Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students will have opportunities for continuous review/practice when learning math concepts. The students will be provided with visual	Principal MTSS/RtI Leadership Team Math coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Success Maker and Discovery</p> <p>Summative: 2013 Florida Alternate Assessment Mathematic Portion</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 15% of students achieved a Level 4 or 5 proficiency. Biscayne Gardens' goal for the 2012-2013 school year is to increase Level 4 or 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (38)	18% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area which demonstrated declines or no change in the average percent correct when comparing 2011 to 2012 administration of the FCAT Mathematics Assessment was Numbers: Fractions.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>Given opportunities at each grade level to develop exploration and inquiry activities maintaining and/or increasing the understanding of skills through hands-on experiences with grade level appropriate mathematical concepts and apply learning to solve real life problems.</p> <p>Utilize the FCIM to identify students in the core curriculum needing intervention and/or enrichment using differentiated instruction to meet individual student's needs.</p> <p>Technology Engage students in activities to use technology (such as Gizmos or SuccessMaker) that include visual stimulus to develop conceptual understanding of numbers.</p>	MTSS/RTI Leadership Team Administration Math coach	On-going classroom assignments and assessments that target the application of skills taught.	<p>Formative: Gizmos Success Maker Increased achievement between interim assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results from the 2012 Florida Alternate Assessment indicate that 40% of students scored at a Level 7 in Mathematics. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities
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	to increase proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (19)	43% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The level of deficiency on the 2012 Florida Alternate Assessment Mathematics portion suggests students need more hands-on math experiences through the use of manipulatives.	Continuous review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Engage students in real life math problems. Students must have continuous repetition/practice when learning math concepts. Provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RtI Leadership Team Principal Math Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Success Maker and Discovery Summative: 2013 Florida Alternate Assessment Mathematics Portion

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results from the 2012 Florida Alternate Assessment indicate that 51% of students scored at a Level 7 in Mathematics. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (73)	61% (87)

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 level of deficiency on the 2012 Florida Alternate Assessment Mathematics portion suggests students need more hands-on math experiences through the use of manipulatives.	Continuous review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Engage students in real life math problems. Students must have continuous repetition/practice when learning math concepts. Provide students with visual choices as presented in the Florida Alternate Assessment	MTSS/RtI Leadership Team Principal Math Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Success Maker and Discovery Summative: 2013 Florida Alternate Assessment Mathematics Portion

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results from the 2012 Florida Alternate Assessment Mathematics Portion indicate that 94% percentage of students made Learning Gains on the Florida Alternate Mathematics Assessments. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (23)	95% (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 level of deficiency on the 2012 Florida Alternate Assessment Mathematics portion suggests students need more hands-on math experiences through the use of manipulatives.	Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students will have opportunities for continuous review/practice when learning math concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment.	MTSS/RtI Leadership Team Principal Math Coach	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Success Maker and Discovery Summative: 2013 Florida Alternate Assessment Mathematics Portion

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 51% of students in the Lowest 25% made learning gains. Biscayne Gardens' goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (22)	61% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>As noted on the FCAT 2.0 administration, the lowest 25% of students making learning gains decreased increased by 13 percentage points when compared to the 2011 administration.</p> <p>A potential obstacle which may negatively affect the learning gains of the 2012-2013 school year is the significant reduction of monetary resources, thereby reducing the hiring of hourly teachers for instructional support.</p> <p>2012: 51% 2011: 64%</p>	<p>Identify the lowest performing students and align instruction to individual instructional needs through pull-out and push-in tutoring models.</p> <p>Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of mathematical concepts during small group instruction of the mathematics 60 minute instructional block.</p>	<p>MTSS/RtI Leadership Team Administration Math Coach</p>	<p>MSST/RtI Leadership Team will meet with teachers to review formative mini assessment and interim data to ensure progress is being made and adjust interventions accordingly as needed.</p>	<p>Formative: mini assessment data, increased achievement between interim assessments.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	63	67	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 46% of students in the Black subgroup made learning gains and 48% of students in the Hispanic subgroup made learning gains.</p> <p>Biscayne Gardens' goal for the 2012-2013 school year is to provide appropriate interventions and remediation opportunities to increase the percentage of students making learning gains.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>Black: 46% (106) Hispanic: 48% (12)</p>	<p>Black: 53% (122) Hispanic: 57% (14)</p>
<p>Problem-Solving Process to Increase Student Achievement</p>	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Black: On the 2012 FCAT 2.0 Mathematics administration the Black subgroup has decreased 11 percentage point</p>	<p>Identify the lowest performing students and align instruction to individual instructional needs through pull-out and push-in tutoring models.</p>	<p>MTSS/RtI Leadership Team Administration Math Coach</p>	<p>The MSST/RtI Leadership Team will meet with teachers to review formative mini assessment and interim data to ensure progress is being made and adjust</p>	<p>Formative: Mini assessment data, increased achievement between interim assessments.</p>

1	when compared to the 2011 FCAT Mathematics administration.	Implement a rotation schedule for small group instruction.	intervention accordingly as needed	Summative: 2013 FCAT 2.0 Mathematics Assessment.
	2012: 46% 2011: 57%	Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of mathematical concepts during small group instruction of the mathematics 60 minute instructional block.		
	Hispanic: As noted on the administration of the 2012 FCAT Mathematics Test, the Subgroup is at 48% proficiency.			
	There is a need for consistent implementation of small group instruction during the mathematics instructional block.			

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 21% of students in the ELL subgroup made learning gains. Biscayne Gardens' goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (12)	47% (26)

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	On the 2012 FCAT 2.0 Mathematics administration the ELL subgroup has decreased 39 percentage points when compared to the 2011 FCAT Mathematics administration. 2011: 50% 2012: 21% There is a lack of understanding of mathematic concepts in the English language which has impeded student growth.	Identify the lowest performing students and align instruction to individual instructional needs through pull-out and push-in tutoring models. Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of mathematical concepts during small group instruction of the mathematics 60 minute instructional block.	MTSS/RTI Leadership Team Administration	MTSS/RTI Leadership Team will meet with teachers to review formative mini assessment and interim data to ensure progress is being made and adjust interventions accordingly.	Formative: Mini assessment data, increased achievement between interim assessments. Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

	The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 58% of students in the SWD Subgroup made
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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	learning gains. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of students making learning goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (12)	63% (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	On the 2012 FCAT Mathematics administration the SWD subgroup has decreased 4 percentage points when compared to the 2011 FCAT Mathematics administration. 2011: 54% 2012: 58% The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities through hands-on and the use of manipulatives	Identify the lowest performing students and align instruction to individual instructional needs through pull-out and push-in tutoring models. Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of mathematical concepts during small group instruction of the mathematics 60 minute instructional block.	MTSS/RtI Leadership Team	The MTSS/RtI Leadership Team will meet with teachers to review formative mini assessment and interim data to ensure progress is being made and adjust intervention accordingly as needed	Formative: Mini assessment data, increased achievement between interim assessments. Summative: 2013 FCAT Mathematics Assessment.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results from the 2012 FCAT 2.0 Mathematics Assessment indicate that 47% of Economically Disadvantaged Subgroup made learning gains. Biscayne Gardens' goal for the 2012-2013 school year is to increase the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (113)	53% (128)

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
	On the 2012 FCAT 2.0 Mathematics administration, the subgroup Economically Disadvantaged (ED) has decreased by 9 percentage points when	Utilize data to identify Tier 2 and 3 students; place in appropriate interventions and monitor student progress quarterly.	MTSS/RtI Leadership Team	The MTSS/RtI Leadership Team members will monitor and adjust academic goals based on the teacher's maintenance of records for strategies and	Formative: Mini assessment data, increased achievement between interim assessments.

1	<p>compared to the 2011 FCAT Mathematics administration.</p> <p>2012: 47% 2011: 56%</p> <p>A potential obstacle which may negatively affect the learning gains of the 2012-2013 school year is the significant reduction of monetary resources, thereby reducing the hiring of hourly teachers for instructional support.</p>	<p>Additionally, ensure the MTSS/RtI Model is implemented with fidelity and identify students in the core curriculum needing intervention.</p> <p>Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of mathematical concepts during small group instruction of the mathematics 60 minute instructional block.</p>	<p>interventions utilized.</p>	<p>Summative: 2013 FCAT 2.0 Mathematics Assessment.</p>
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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
Effective use of manipulatives and hands-on activities	K-5 Grade	Math Coach	School-wide	Once a month during Wednesday common planning	Observation of center use, documentation in lesson plans	Math Coach
Common Core Standards	PK-5th Grade	Math Coach	School-wide	Teacher Non-Opt Work Days	Lesson Plans, Walk-throughs	Math Coach
Math Coaches Dialogue	K-5 Math	District Facilitator	Math Coaches	Once a month as scheduled by District beginning in September through May	Math coach will meet with grade levels to collaborate on implementation	Administration, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Consumables-HMH Go Math	Grades K-5	District	\$55.25
			Subtotal: \$55.25
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery-Science and Math	K-12	District	\$12.72
Pearson Digital Waterford Early Learning: Math and Science	PK-K	District	\$0.00
Explore Learning Gizmos-Science and Math	Grades 4-11	District	\$2.11
			Subtotal: \$14.83
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: \$70.08

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results from the 2012 FCAT Science Assessment indicate that 9% of students scored a Level 3. Biscayne Gardens' goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of students making learning gains by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (7)	15% (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	As noted on the 2012 FCAT 2.0 Science administration, the students scoring a Level 3 decreased by 10 percentage points when compared to the 2011 administration. 2012: 9% 2011: 19% Students need to develop higher order thinking skills to increase levels of proficiency.	Instruction in grades Pre-K – 5 will adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the ETO Pacing Guides to ensure instruction of all benchmarks. Provide students with opportunities to compare, contrast, interpret, analyze, and explain scientific concepts during hands-on weekly lab activities and classroom discussions to develop, reinforce, and increase higher order thinking skills. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through	MTSS/RtI Leadership Team Administration Science Coach	Classroom visitations, teacher lesson plans, and District pacing guides. Data from school-based assessments, quarterly assessments, and District Interims will be analyzed by teachers, science coach, and administration to determine if students are making adequate progress. Adjustments to instructional focus will be made as appropriate; identifying students' performance and developing differentiated instruction activities to address the different needs through remediation and enrichment activities. Also, conduct mini-assessments and utilize results to drive instruction. Monitor the implementation of	Formative: School-based assessment (mini-benchmark assessments) and District Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

		writing, talking, and reading science. Technology: Use of Gizmos		inquiry based, hands-on activities/labs addressing the necessary benchmarks.	
2	The area which remained the same when comparing 2012 to 2011 administration of the FCAT 2.0 Science Assessment was Physical Science. 2012: 50%	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations using the scientific method.	Administration Science Coach	Classroom visitations, teacher lesson plans, and focus calendars. The lab schedule will be implemented with fidelity and monitored by the Principal and Science coach, as well as completed lab sheets.	Formative: School-based assessment, mini assessments, District Baseline and Interim Assessments Informal: Lab Sheets Summative: 2013 FCAT Science Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results from the 2012 Florida Alternative Science Assessment Portion indicate that 24% of students scored a Level 3. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase Levels 4,5, and 6 student proficiency by 5 percentage point
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (4)	29% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The level of deficiency on the 2012 Florida Alternate Assessment Science portion suggests students need more hands-on science experiences.	Train teachers to effectively implement Access Points. Students need objects/ pictures for exploration and identification of key scientific concepts. Instruction must be hands on so students can manipulate and explore actions and outcomes. Students must have continuous review/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RtI Leadership Team Principal Science Coach	Review formative quarterly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Discovery Summative: 2013 Florida Alternate Assessment Science Portion

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results from the 2012 FCAT Science Assessment indicate that 6% of students scored a Level 4 and 5. Biscayne Gardens' goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of students making learning gains by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (5)	9% (7)

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 demonstrated a weakness was Earth/Space Sciences. Students need additional support to develop independent projects.	Identify students scoring Level 4 or 5 on the 2012 FCAT Mathematics Assessment and mentor these students in the development of independent experiments. 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. 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. The top 50% science students (based on winter interim assessment scores) will attend Science camp focusing on students' weakest benchmark(s).	MTSS/RtI Leadership Team Administration Science Coach	Teacher lesson plans and District pacing guides. Data from school-based assessments and District Interims will be analyzed quarterly by the science coach, administration, and teachers to determine if students are making adequate progress. Adjustment to instructional focus will be made as appropriate.	Formative: School-based assessment and District Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The results from the 2012 Florida Alternate Assessment Science Portion indicate that 47% of students scored a Level 7 or higher. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase Levels 7, 8, and 9 student proficiency by 3 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (8)	50% (9)

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 level of deficiency on the 2012 Florida Alternate Assessment Science suggests students need more hands-on science experiences.	Train teachers to effectively implement Access Points. Students need text and pictures for exploration and identification of key scientific concepts. Students need to observe real time activities to determine outcomes. Students must have continuous review/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Train teachers to effectively implement Access Points. Students need text and pictures for exploration and identification of key scientific concepts. Students need to observe real time activities to determine outcomes. Students must have continuous review/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Review formative quarterly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative District and School-Site Assessments and Computer Assisted Program- (CAP) Reports Generated from Discovery Summative: 2013 Florida Alternate Assessment Science

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Coaches Dialogue	K-5 Science	District Facilitator	Science Coaches	Once a month as scheduled by District beginning in September through May	Science coach will meet with grade levels to collaborate on implementation.	Administration Science Coach

Unwrapping the benchmarks	3-5 grade Science	Science Coach	3-5 grade level	August 20, 2012 – June 6, 2013	Common planning/lesson planning	Administration Science Coach
Effectively using the scientific method through hands-on activities and investigations.	K – 5th /Science	Science Coach	K -5th grade level	August 20 2012 – June 6, 2013	Modeling of lessons, classroom visits	Administration Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Consumables	Grades K-5	District	\$1.25
			Subtotal: \$1.25
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: \$1.25

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.		The results of the 2012 FCAT Writing Test indicate that 68% of the students scored Level 3 or higher.			
Writing Goal # 1a:		Biscayne Gardens' goal for the 2012-2013 school year is to increase percentage points of students scoring Level 4 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
68% (54)		72% (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
	The area of deficiency	Students will use a	Administration,	Administer and score	Formative:

1	as noted on the 2012 administration of the FCAT Writing Test was Writing Application 1: Focus and Elaboration.	graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, or providing facts through concrete, real life examples to develop focus and elaboration.	Reading Coach MTSS/RtI Leadership Team	students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	District Baseline Data and Students' Scores from Monthly Writing Assessments and Summative: 2013 FCAT Writing Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternate Assessment indicate that 73% of the students scored Level 3 or higher. Biscayne Gardens' goal for the 2012-2013 school year is to increase achievement and provide enrichment opportunities to increase Level 4 or higher student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8)	78% (9)

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 level of deficiency on the 2012 Florida Alternate Assessment Writing suggests students need more experience with elaboration of ideas.	Train teachers to effectively implement Access Points. Students must use visuals with sentences to facilitate matching them to an appropriate topic. Students must use picture cards to create sentences and paragraphs on topic. Student must know how to use resources to facilitate writing (i.e. dictionaries, thesaurus). Allow students to dictate written responses. Develop creative writing through journaling, letter writing, and/or applications and resumes. Use assistive technology for students that are unable to physically write. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administration, Reading Coach MTSS/RtI Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative Baseline Data from District Students scores from Monthly Writing Prompts Summative: 2013 Florida Alternate Assessment Writing

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
Narrative vs. Expository	2-4	Reading Coach	Teachers of Students in Grades 2-4	August 20, 2012– June 6, 2013 Monthly	MTSS/RtI Leadership Team will meet monthly to monitor progress of student progress and the effectiveness with the writing instruction.	Principal, Assistant Principal and Reading Coach
Analyzing and Deconstructing Mentored Text	3/4	Reading Coach	Teachers of Students in Grades 3 & 4	August 20, 2012 – June 6, 2013 Monthly	MTSS/RtI Leadership Team will meet monthly to monitor progress of student progress and the effectiveness with the writing instruction.	Principal, Assistant Principal and 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	Our attendance level decreased by .41% from 96.71 % during the 2010-2011 school year to our current level 96.3% during the 2011-2012 school year.
Attendance Goal # 1:	Our goal for this year is to increase attendance to 96.8% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.3% (685)	96.8% (688)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
199	189
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
179	170

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	Due to a large Special Education (SPED) population; many of these students have chronic illnesses that affect attendance.	Identify and refer students who have 5 or more unexcused absences to the Truancy Child Study Team (TCST) for intervention services.	Guidance Counselor Assistant Principal	Recognizing classes with weekly perfect attendance. Monthly updates to Administration by the MTSS//RtI Team and to the faculty during faculty meetings	District Quarterly Attendance Report Truancy Logs Attendance Rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	PK-5th grade Attendance	Guidance Counselor Registrar	Instructional Staff (School-wide)	August 20, 2012 – June 7, 2013 Monthly	Development of a Truancy Intervention Program (TIP); Assistant Principal will monitor implementation	Assistant Principal Guidance Counselor

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
Motivate students to develop good attendance procedures.	Provide incentives for students with improved attendance	Title 1	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		Our goal for the 2012-2013 school year is to decrease the number of students who receive indoor and outdoor suspensions by 1 percentage point.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
8		7			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
7		6			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
22		20			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
17		15			
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
	Teachers with less experience have a difficult time managing behaviorally challenged students.	Provide teachers, students and parents with a complete understanding of the Code of Student Conduct by providing	Administrative Team Guidance Counselor	Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	SPOT Success recognition program; participation log for students who are recognized for

1		incentives for compliance through the use of Elementary SPOT Success Recognition program and Do The Right Thing program.		Implement school-wide and classroom progressive discipline plans.	complying with the Code of Student Conduct along with the monthly COGNOS suspension report.
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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
Teachers will be trained in the use of MTSS/RtI for behavior intervention strategies; to provide progressive discipline for all students.	PK-5th grade	Assistant Principal Guidance Counselor	PK – 5th grade teachers Paraprofessionals	August 20, 2012 – June 6, 2013 Monthly	Decrease in the number of behavior referrals and the total amount of suspensions.	Assistant Principal Guidance Counselor
The Student Code of Conduct	PK-5th	Administrator	School-wide	August 20, 2012	Monitor SPOT success monthly report.	Leadership Team

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
The School's counselor will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of conduct	Printing the Student Code of Conduct	O2 Account	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	See PIP			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
See PIP	See PIP			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Our goal for the 2012-2013 school year is to increase participation in the STEM and Science Fair programs.		
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 anticipated barrier is the low percentage of students meeting high standards in mathematics and science.	Utilizing FCAT 2.0 Mathematics and Science scores to identify students that will improve their achievement levels by participating in tutoring and Saturday Academy.	Administration Math Coach Science Coach	Following the FCIM, results of monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	Formative: mini assessments, District Interim Assessments and Edusoft reports. Summative: FCAT 2.0 Mathematics and FCAT 2.0 Science
2	The anticipated barrier is building awareness of school and district programs to enhance participation in the Science Fair.	Team Leaders and members will communicate via multiple media sources (Connect Ed, TV Broadcast, Email, Flyers and School Website) of upcoming school and District competitions to increase awareness and participation.	Administration Math Coach Science Coach	Coaches and team leaders will monitor and mentor students who are completing projects that are being submitted for school and District competitions.	Summative: Science Fair project rubric

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
Math and Science Coaches Dialogue	K-5 Math/Science	District Facilitator	Math and Science Coaches	Once a month as scheduled by District beginning in September through May	Math and Science coaches meet with grade levels to collaborate on implementation.	Administration, Math and Science Coaches

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
Reading	Comprehensive Intervention Reading	(FCAT Levels 1 and 2)-Voyager (Grades K-5)	District	\$49.50
Reading	Reading Consumables-Houghton Mifflin	K-1	District	\$15.03
Mathematics	Mathematics Consumables-HMH Go Math	Grades K-5	District	\$55.25
Science	Science Consumables	Grades K-5	District	\$1.25
				Subtotal: \$121.03
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Houghton Mifflin Harcourt Learning Destination Series (AKA Riverdeep)	Reading K-12	District	\$3.60
Reading	Pearson Digital Success Maker	Grades K-5	District	\$9.59
Mathematics	Discovery-Science and Math	K-12	District	\$12.72
Mathematics	Pearson Digital Waterford Early Learning: Math and Science	PK-K	District	\$0.00
Mathematics	Explore Learning Gizmos-Science and Math	Grades 4-11	District	\$2.11
				Subtotal: \$28.02
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	Edusoft/Examview	K-12	District	\$3.82
Attendance	Motivate students to develop good attendance procedures.	Provide incentives for students with improved attendance	Title 1	\$100.00
Suspension	The School's counselor will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of conduct	Printing the Student Code of Conduct	O2 Account	\$50.00
				Subtotal: \$153.82
				Grand Total: \$302.87

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives recognizing high student achievement	\$2,999.00

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

The School Advisory Council (SAC) plans to review sections of the School Improvement Plan at each meeting, to ensure goals are being met. They will be discussing the purchase of incentives for student achievement (i.e.; certificates, trophies, and FCAT Pep Rally) and the use of money for after school tutoring.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District BISCAYNE GARDENS ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	59%	80%	27%	226	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	50%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	64% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					469	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District BISCAYNE GARDENS ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	61%	85%	27%	234	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	69%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	71% (YES)			136	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested