

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: FAIRLAWN ELEMENTARY SCHOOL

District Name: Dade

Principal: Amelia P. Leth

SAC Chair: Tania Hernandez-Pardo

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mrs. Amelia P. Leth	Bachelors of Arts Elementary Ed. Master's of Science Educational Technology  Certification Elementary Ed. Ed. Leadership	8	13	'12 '11 '10 '09 '08 School Grade A A A A A AMO Reading: Hispanic N ELL N SWD N ED N AMO Mathematics: Hispanic N ELL N SWD N ED N High Standards Rdg. 63% 85% 85% 86% 83% High Standards Math 64% 87% 89% 89% 86% Lrng Gains-Rdg. 73 73% 77% 75% 67% Lrng Gains-Math 58 66% 71% 76% 71% Gains-Rdg-25% 68 78% 61% 72% 80% Gains-Math-25% 70 80% 69% 80% 81%
					'12 '11 '10 '09 '08 School Grade A A B B D AMO Reading: Hispanic N ELL N

Assis Principal	Mrs. Claudia Garcia	Bachelors of Arts Specific Learning Dis. Master's of Science Ed. Leadership Certification: Specific Learning Disabilities Ed. Leadership	1	8	SWD N ED N AMO Mathematics: Hispanic N ELL N SWD N ED N High Standards Rdg. 63% 85% 42% 46% 41% High Standards Math 64% 87% 73% 74% 71% Lrng Gains-Rdg. 73 73% 51% 37% 51% Lrng Gains-Math 58 66% 73% 77% 74% Gains-Rdg-25% 68 78% 61% 72% 80% Gains-Math-25% 70 80% 69% 80% 81%
Assis Principal	Mr. Ramses Ancheta	Bachelors and Masters Exceptional Student Ed. Masters Ed. Leadership  Certification: Varying Ex. Ed. Leadership	7	8	'12 '11 '10 '09 '08 School Grade A A A A A AMO Reading: Hispanic N ELL N SWD N ED N AMO Mathematics: Hispanic N ELL N SWD N ED N High Standards Rdg. 63% 85% 85% 86% 83% High Standards Math 64% 87% 89% 89% 86% Lrng Gains-Rdg. 73 73% 77% 75% 67% Lrng Gains-Math 58 66% 71% 76% 71% Gains-Rdg-25% 68 78% 61% 72% 80% Gains-Math-25% 70 80% 69% 80% 81%

### 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	Mrs. Sheilys Garcia-Suarez	Bachelor of Arts in Elementary Education Masters of Science in Educational Leadership  Certified in Elementary Ed., ESOL, Ed. Leadership	10	6	'12 '11 '10 '09 '08 School Grade A A A A A AMO Reading: Hispanic N ELL N SWD N ED N AMO Mathematics: Hispanic N ELL N SWD N ED N High Standards Rdg. 63% 85% 85% 86% 83% High Standards Math 64% 87% 89% 89% 86% Lrng Gains-Rdg. 73 73% 77% 75% 67% Lrng Gains-Math 58 66% 71% 76% 71% Gains-Rdg-25% 68 78% 61% 72% 80% Gains-Math-25% 70 80% 69% 80% 81%

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal	Principal	Ongoing	
2	2. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	3. Soliciting referrals from current employees	Principal	Ongoing	

### Non-Highly Effective Instructors

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

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

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

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	2.1%(1)	22.9%(11)	31.3%(15)	43.8%(21)	37.5%(18)	68.8%(33)	6.3%(3)	8.3%(4)	87.5%(42)

### Teacher Mentoring Program/Plan

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

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

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of 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.

Title I, Part C- Migrant

Title I, Part D

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

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 contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and

Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

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 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' schedule as part of our goal to empower parents and build their capacity for involvement.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed by 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

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. The 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) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, 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, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated

in direct proportion to student needs. MTSS/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 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 MTSS/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 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. 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.

4. The Leadership Team will consider end of year data in the Tier 1 problem solving process.

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

Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the 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
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

- Mrs. Amelia P. Leth, Principal
- Mrs. Claudia Garcia, Assistant Principal
- Mr. Ramses Ancheta, Community School Assistant Principal
- Mrs. Sheilys Garcia-Suarez, Reading Coach
- Mrs. Patricia Fernandez-Andes, Media Specialist
- Mrs. Tania Hernandez-Pardo, EESAC Chair
- Grade Level Chairs
- Ms. Annette Davis, United Teachers of Dade (UTD) Steward
- Mrs. Lissette Torres, ELL Chair
- Ms. Yulissa Reyes, SPED Chair

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

**Principal/Assistant Principal:** Provides a common vision for the use of data-based decision-making, ensures that the team is implementing literacy and reading proficiency skills within the classroom, conducts assessment of literacy skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation of literacy and reading proficiency skills, and communicates with parents regarding school-based literacy initiatives.

**Instructional Coach, Reading:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Media Specialist:** Participates in student data collection; integrates instructional activities and literature into core curriculum, and collaborates with general education teachers.

**EESAC Chair:** Meets with LLT and provides assistance and support for materials needed to promote literacy skills.

**Grade Level Chairs:** Provides information about literacy in core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**UTD Steward:** Responsible for ensuring adherence to contract obligations within the literacy process.

**ELL Chair:** Participates in student data collection, integrates literacy skills into core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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

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

The major initiatives for this year will be to ensure that all students are making adequate gains in the area of reading proficiency; provide remediation and tutorial services to those not meeting reading proficiency skills; and identifying students for enrichment.



## Public School Choice

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

### \*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.

The Voluntary Pre-Kindergarten (VPK) program at Fairlawn Elementary Community School provides students with the opportunity to acquire proficiency in language and emergent reading skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the Houghton Mifflin Literacy Program, the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Classroom experiences and school-wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the enrollment of students at the school. The principal will also meet with the center directors of neighborhood centers. Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (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.

### \*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.

### \*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?

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?

### 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](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 36%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(103)	36%(129)

#### 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 Reading Test, 29% of students achieved Level 3 proficiency, a decrease of 5 percentage points from the previous year. The following are areas of student deficiencies for each grade level:  3rd Grade: Reading Application Students lacked the skills needed to make inferences and draw conclusions.  4th & 5th Grade: Literary Analysis Students lacked the skills needed to identify figurative language and the use of graphic organizers.	3rd Grade: Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. 4th & 5th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using mentor text (select novels) to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps .	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  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.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 31% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 3 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(111)	34%(122)

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 Reading Test, 31% of students achieved Levels 4 and 5 proficiency, a decrease of 9 percentage points from the previous year. The following are areas of student deficiencies for each grade level: 3rd Grade: Reading Application Students lacked the skills needed to make inferences and draw conclusions. 4th Grade: Literary Analysis: Fiction and Nonfiction Students lacked the skills needed to identify figurative language and the use of graphic organizers. 5th Grade: Informational Text and Research Process Students lacked the skills needed to locate, interpret, and organize graphical information.	3rd Grade: Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. 4th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. (CRISS strategies) 5th Grade: Provide a variety of instructional strategies and activities that include using how-to articles, brochures, fliers	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading Assessment

	and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information and use non-fiction articles and editorials for instruction; use a two-column note to list conclusions and supporting evidence to teach. (CRISS strategies)		
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 73% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by ~5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (168)	78% (179)

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
	As noted on the 2012 FCAT 2.0 Reading Test, the percentage of students making learning gains remained constant at 73%. Construction at	Schedule students to use computer lab at the beginning of the school year to increase usage of the SuccessMaker program.	Literacy Leadership Team MTSS/RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust interventions as needed.	Formative: Teacher Assessments District Interim Assessments Reports

1	<p>the school site limited use of the computer labs for whole class usage.</p> <p>4th Grade: Literary Analysis: Fiction and Nonfiction</p> <p>Students lacked the skills needed to identify figurative language and the use of graphic organizers.</p> <p>5th Grade: Informational Text and Research Process</p> <p>Students lacked the skills needed to locate, interpret, and organize graphical information.</p>	<p>4th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. (CRISS strategies)</p> <p>5th Grade: Provide a variety of instructional strategies and activities that include using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information and use non-fiction articles and editorials for instruction; use a two-column note to list conclusions and supporting evidence to teach. (CRISS strategies)</p>		<p>Summative: 2013 FCAT 2.0 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 group:

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicates that 68% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 73%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(40)	73%(43)

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>As noted on the 2012 FCAT 2.0 Reading Test, 68% of students in the lowest 25% subgroup made learning gains, a decrease of 10 percentage points from the previous year. The following are areas of student deficiencies for each grade level:</p> <p>4th Grade: Literary Analysis: Fiction and Nonfiction Students lacked the skills needed to identify figurative language and the use of graphic organizers.</p> <p>5th Grade: Informational Text and Research Process Students lacked the skills needed to locate, interpret, and organize graphical information.</p>	<p>All grade groups: Identify students in the lowest 25% subgroup and implement tutoring five times a week using Reading Plus before school and provide an incentive program to increase student attendance.</p> <p>4th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. (CRISS strategies)</p> <p>5th Grade: Provide a variety of instructional strategies and activities that include using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information and use non-fiction articles and editorials for instruction; use a two-column note to list conclusions and supporting evidence to teach. (CRISS strategies)</p>	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	<p>Formative: Teacher Assessments District Interim Assessments Reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal is to decrease the percentage of non-proficient students on the 2017 FCAT 2.0 Reading Test by 50% using the 2010-11 FCAT as a baseline.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	78	80	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of Hispanic students made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 11 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 63%(222)	Hispanic: 74%(260)

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 following are areas of Hispanic student deficiencies for each grade level: 3rd Grade: Reading Application Students lacked the skills needed to make inferences and draw conclusions. 4th & 5th Grade: Literary Analysis: Fiction and Nonfiction Students lacked the skills needed to identify figurative language and the use of graphic organizers.	3rd Grade: Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. 4th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. (CRISS strategies)	Literacy Leadership Team MTSS/RTI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 58% of English Language Learner students made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by ~7 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (89)	65% (99)

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 following are areas of ELL student deficiencies for each grade level: 3rd Grade: Reading Application Students lacked the skills needed to make inferences and draw conclusions. 4th & 5th Grade: Literary Analysis: Fiction and Nonfiction Students lacked the skills needed to identify figurative language and the use of graphic organizers.	3rd Grade: Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. 4th & 5th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. (CRISS strategies)	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of Students With Disabilities made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 29 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (7)	52% (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 following are areas of SWD student deficiencies for each grade level: 3rd Grade: Reading Application Students lacked the skills needed to make inferences and draw conclusions.	3rd Grade: Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading Assessment



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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of Economically Disadvantaged students made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by ~10 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (197)	73% (228)

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 following are areas of ED student deficiencies for each grade level: 3rd Grade: Reading Application Students lacked the skills needed to make inferences and draw conclusions. 4th & 5th Grade: Literary Analysis: Fiction and Nonfiction Students lacked the skills needed to identify figurative language and the use of graphic organizers.	3rd Grade: Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. 4th & 5th Grade: Provide a variety of instructional strategies and activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps. (CRISS strategies)	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	2nd – 5th	Reading Plus Liaison	2nd – 5th Grade	November 14, 2012	Lesson Plans	Principal /Assistant Principal

CRISS Strategies	K-5	Reading Coach	School –Wide	November 6, 2012	Lesson Plans	Principal /Assistant Principal
SuccessMaker	2nd - 5th	SuccessMaker Liaison	2nd - 5th Grade	October 17, 2012	Lesson Plans	Principal /Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Benchmark Enrichment using CRISS	Florida Ready 3-5 Grade Reading WB	Title I	\$500.00
Mentor text (grade-specific novels)	Common Core Mentor Texts	Title I	\$1,000.00
Use Reading Plus for lowest 25%	Reading Plus incentives	EESAC	\$250.00
			Subtotal: \$1,750.00
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: \$1,750.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA Test indicate that 39% of students achieved proficiency in Listening/Speaking Skills.  Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 41%.			
2012 Current Percent of Students Proficient in listening/speaking:					
39% (152)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Listening:	Listening:	Literacy	Following the Florida	Formative:

1	<p>ELL students lack the skills needed to effectively assimilate instructional concepts to the home language at their level of understanding in English.</p> <p>Speaking: ELL students lack the skills needed to effectively communicate using characterization.</p>	<p>Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English.</p> <p>Speaking: Students assume the roles of characters and collaboratively create stories. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines.</p>	Leadership Team MTSS/RtI Team	Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	<p>Teacher Assessments District Interim Assessments Reports</p> <p>Summative: 2013 CELLA</p>
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Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			The results of the 2012 CELLA Test indicate that 34% of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 36%.		
2012 Current Percent of Students Proficient in reading:					
34% (125)					
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	Construction at the school site limited use of the Computer Labs for whole class usage. Success Maker's Discover English component was limited in use.	Word banks will be used to generate ideas, encourage the use of new vocabulary, and remove anxieties about spelling. They can also build each student's vocabulary based on the student's individual needs and backgrounds. Supplying a word bank before reading will also give a purpose for reading.	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	<p>Formative: Teacher Assessments District Interim Assessments Reports</p> <p>Summative: 2013 CELLA</p>

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 28% of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 30%.
2012 Current Percent of Students Proficient in writing:	

28% (110)

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	ELL students lack the skills needed to effectively communicate in writing through the use of rubrics due to lack of training.	Students generate narrative, expository, persuasive, or reference paper. Student produces written document that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine what writing process the student needs direct instruction in.	Literacy Leadership Team MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  Summative: 2013 CELLA

CELLA Budget:

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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 39 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (114)	39% (140)

## 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 Mathematics Test, 32% of students achieved Level 3 proficiency, an increase of 4 percentage points from the previous year. The following are areas of student deficiencies for each grade level: 3rd Grade: Number: Fractions Students lacked the skills needed to identify concepts of fractions and fraction equivalence. 4th & 5th Grade: Geometry and Measurement Students lacked the skills needed to compose and analyze models that develop measurement concepts.	3rd Grade: Provide contexts for mathematical exploration and the development of student understanding fractions through the use of manipulatives and engaging opportunities for practice. Incorporate literature in Math lessons and provide real world examples through the use of Math Labs. 4th & 5th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.	MTSS/RTI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (107)	33% (118)

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 Mathematics Test, 30% of students achieved Levels 4 and 5 proficiency, a decrease of 21 percentage points from the previous year. The following are areas of student deficiencies for each grade level: 3rd Grade: Number: Fractions Students lacked the skills needed to identify concepts of fractions and fraction equivalence. 4th & 5th Grade: Geometry and Measurement Students lacked the skills needed to compose and analyze models that develop measurement concepts.	3rd Grade: Provide contexts for mathematical exploration and the development of student understanding fractions through the use of manipulatives and engaging opportunities for practice. Incorporate literature in Math lessons and provide real world examples through the use of Math Labs. 4th & 5th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Promote Math Labs through the use of Gizmos.	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 58% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (135)	68% (158)

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 Mathematics Test, 58% of students made learning gains, a decrease of 8 percentage points from the previous year. The following are areas of student deficiencies for each grade level: 4th Grade: Geometry and Measurement Students lacked the skills needed to compose and analyze models that develop measurement concepts. 5th Grade: Base Ten and Fractions Students lacked the skills needed to understand the concept of the interrelationship between fractions and decimals	4th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Promote Math Labs through the use of Gizmos. 5th Grade: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed	Formative: Teacher assessments District Interim Data Reports  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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 70% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (43)	75% (46)

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 Mathematics Test, 70% of students in the lowest 25% subgroup made learning gains, an increase of 8 percentage points from the previous year. Interventions before and after school should continue in order to increase student learning gains. The following are areas of student deficiencies for each grade level: 4th Grade: Number: Base Ten and Fractions Students lacked the skills needed to understand the concept of the interrelationship between fractions and decimals. 5th Grade: Geometry and Measurement	All grade groups: Identify students in the lowest 25% subgroup and implement tutoring twice a week using VMath before and after school. 4th Grade: Develop an understanding of decimals, including the connection between fractions and decimals; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. 5th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  Summative: 2013 FCAT 2.0 Mathematics Assessment



Students lacked the skills needed to compose and analyze models that develop measurement concepts.	models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Promote Math Labs through the use of Gizmos.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal is to decrease the percentage of non-proficient students on the 2017 FCAT 2.0 Mathematics Assessment by 50% using the 2010-11 FCAT as a baseline.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of Hispanic students made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 11 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 64% (226)	Hispanic: 78% (275)

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 following are areas of Hispanic student deficiencies for each grade level: 3rd Grade: Number: Fractions Students lacked the skills needed to identify concepts of fractions and fraction equivalence. 4th & 5th Grade: Geometry and Measurement Students lacked the skills needed to compose and analyze models that develop measurement concepts.	3rd Grade: Provide contexts for mathematical exploration and the development of student understanding fractions through the use of manipulatives and engaging opportunities for practice. Incorporate literature in Math lessons and provide real world examples through the use of Math Labs. 4th & 5th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  Summative: 2013 FCAT 2.0 Mathematics Assessment

	experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Promote Math Labs through the use of Gizmos.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 60% of English Language Learner students made satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by +13 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (92)	73% (112)

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 following are areas of ELL student deficiencies for each grade level: 3rd Grade: Number: Fractions Students lacked the skills needed to identify concepts of fractions and fraction equivalence. 4th Grade: Geometry and Measurement Students lacked the skills needed to compose and analyze models that develop measurement concepts. 5th Grade: Expressions, Equations, and Statistics Students lacked the skills needed to use patterns, models, and relationships as contexts for writing and solving simple equations.	3rd Grade: Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice. Incorporate literature in Math lessons and provide real world examples through the use of Math Labs. 4th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Promote Math Labs through the use of Gizmos. 5th Grade: Provide grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns, and use number patterns to help students extend their knowledge of properties of numbers and operations; include nonnumeric growing and	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  Summative: 2013 FCAT 2.0 Mathematics Assessment

	repeating patterns; focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context; and provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations.		
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 38% of Students With Disabilities made satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by 20 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (12)	58% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The following are areas of SWD student deficiencies for each grade level: 3rd Grade: Number: Fractions Students lacked the skills needed to identify concepts of fractions and fraction equivalence.	3rd Grade: Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice. Incorporate literature in Math lessons and provide real world examples through the use of Math Labs.	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of Economically Disadvantaged students made satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress by ~12 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (197)	75% (235)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The following are areas of ED student deficiencies for each grade level: 3rd Grade: Number: Fractions Students lacked the skills needed to identify concepts of fractions and fraction equivalence. 4th & 5th Grade: Geometry and Measurement Students lacked the skills needed to compose and analyze models that develop measurement concepts.	3rd Grade: Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice. Incorporate literature in Math lessons and provide real world examples through the use of Math Labs. 4th & 5th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Promote Math Labs through the use of Gizmos.	MTSS/RTI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher assessments District Interim Data Reports  Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker	2nd – 5thGrade	SuccessMaker Liaison	2nd – 5th Grade	November 6, 2012	Grade level planning sessions/classroom walkthroughs	Principal and/or Assistant Principal
Math Labs in the Classroom	Grades K-5	Math/Science Liaison	Teachers Grades K-5	November 6, 2012	Grade level planning sessions/classroom walkthroughs	Principal and/or Assistant Principal; Math/Science Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integrate hand-on activities/math labs	Manipulatives/3D models	Title I	\$500.00
Integrate Gizmos labs/virtual manipulatives	Bulbs for LCD projectors	Title I	\$200.00
			Subtotal: \$700.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$700.00</b>

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.		The results of the 2012 FCAT 2.0 Science Test indicate that 35% of students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 39%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35% (46)		39% (51)			
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 Test, 35% of students achieved Level 3 proficiency, a decrease of 1 percentage point from the previous year.  The area of deficiency for Level 3 students was Physical Science. Students lacked the skills needed to identify concepts related to matter, energy, force, and motion.	Provide a variety of instructional strategies and activities that include inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences; provide virtual lab activities through the use of Gizmos.	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  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:

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 8% of students achieved Levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (10)	9% (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 Test, 8% of students achieved Levels 4 and 5 proficiency, a decrease of 12 percentage points from the previous year. The area of deficiency for Level 4 and 5 students was Physical Science. Students lacked the skills needed to identify concepts related to matter, energy, force, and motion.	Provide a variety of instructional strategies and activities that include teacher-demonstrated instruction as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion; use Discovery Education as a resource to reinforce concepts.	MTSS/RtI Team	Following the Florida Continuous Improvement Model, formative bi-weekly assessment data reports will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments District Interim Assessments Reports  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:	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	3rd – 5th Grade	District	Select 3rd – 5th Grade teachers	November 6, 2012	Classroom walkthroughs; review of lesson plans and student artifacts	Principal and/or Assistant Principal; Math/Science Liaison
Discovery Education	K – 5th Grade	District	Select K – 5th Grade teachers	November 6, 2012	Classroom walkthroughs; review of lesson plans and student artifacts	Principal and/or Assistant Principal; Math/Science Liaison

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student-centered laboratory activities	Restock consumable science lab supplies	EESAC	\$200.00
Use of virtual labs (Gizmos)	Bulbs for LCD projectors	Title I	\$0.00
			Subtotal: \$200.00
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: \$200.00

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 91% of students scored a Level 3 or higher.  Our goal for the 2012-2013 school year is to increase the percentage of students scoring a Level 3 or higher by 1 percentage point to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (106)	92% (107)

### 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 results of the 2012 FCAT Writing Test indicate that 91% of students scored a Level 3 or higher, a difference of 3 percentage points from the previous year. Students lack the ability to effectively incorporate Tier 2 Vocabulary words which establish a mature command of language, including precision of word choice, for both Narrative and Expository prompts to support written ideas.	Utilize grammar and vocabulary workbooks to develop writing skills enhancing capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences through conventional spelling and spelling patterns; using subject/verb and noun/pronoun agreement in simple and compound sentences; and correct sentence structure.	MTSS/RtI Team	Following the Florida Continuous Improvement Model, monthly writing assignments will be reviewed to ensure progress is being made and interventions adjusted as needed.	Formative: Teacher Assessments Monthly Writing Prompts  Summative: 2013 FCAT Writing 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 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement



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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process Skills	2nd-5th Grade	Reading Coach	Reading/Language Arts Teachers	November 6, 2012	Lesson Plans, Student Writing Portfolios	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize grammar books to develop writing skills	Vocabulary Workshop (Sadlier Oxford)	Title I	\$1,000.00
Utilize vocabulary books to develop writing skills	Wordly Wise	Title I	\$500.00
Subtotal:			\$1,500.00
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:			\$1,500.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 96.87%.  Our goal for the 2012-2013 school year is to decrease the number of students with excessive tardies to 83.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.37% (695)	96.87% (698)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
149	142
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
87	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	Attendance: The Community Involvement Specialist is shared with another school, making home visits to chronically absent students difficult.  Tardies: Communication with parents of chronically tardy students is impeded with incorrect or disconnected phone numbers.	Attendance: Utilize office staff to make home visits when the CIS is at another work location.  Tardies: Update Connect-Ed's student phone database, ensuring timely parent contact has been made. Utilize the school's Attendance Clerk to identify those students with incomplete or inaccurate contact information and have the Community Involvement Specialist to conduct home visits as needed.	Principal and/or Assistant Principal  Attendance Clerk Community Involvement Specialist Select office staff	Monitor Connect Ed. "Incorrect Numbers" Log, Parent Contact Call Logs, and Home Visit Logs.	Connect-Ed wrong and/or disconnected phone numbers report Community Involvement Specialist (CIS) Corrected Phone Numbers Log Attendance Rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	Our goal for the 2012-2013 school year is to maintain the total number of indoor suspensions.
Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of outdoor suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

6	5				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The total number of indoor suspensions was maintained at 0 incidents.</p> <p>The total number of students suspended out of school was 6, a decrease of 2 students from the previous year.</p> <p>In order to maintain or decrease the number of suspensions, we need to increase the number of opportunities to promote positive student behavior.</p>	Utilize the Student Code of Conduct as a guideline to provide incentives for the SPOT Success Program.	Principal and/or Assistant Principal	Monitor SPOT Success and COGNOS reports reflecting suspension rates.	COGNOS Suspension Rate reports Participation log for students who are recognized for complying with the Student Code of Conduct

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of opportunities to promote positive student behavior through incentives	Incentives	EESAC	\$100.00
			Subtotal: \$100.00
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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$100.00</b>			

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Our goal for the 2012-2013 school year is to increase the number of STEM-related activities from 1 to 4.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The only STEM – related activity that has been integrated into our curriculum has been the School/District Science Fair. There needs to be a greater awareness of the importance of STEM, especially as it relates to higher education. Real-world activities need to be established in order to create this awareness at the elementary school level.	Incorporate an interdisciplinary approach to education through environmental projects and activities, encourage teamwork and cooperative learning, promotes civic responsibility among students, teachers and the community, and foster creativity and critical thinking in students facilitated by such programs as Fairchild Tropical Challenge, Dade County Youth Fair entries, School/District Science Fair, and the National Girls' Collaborative Project.	Principal and/or Assistant Principal	Monitor Fairchild Tropical Challenge progress and timelines for the Miami Dade County Youth Fair and School/District Science Fair Entries, and National Girls' Collaborative Project activities.	Attendance/completion of Fairchild Tropical Challenge Project entries to the Miami-Dade County Youth Fair and School/District Science Fair. Completion of National Girls' Collaborative Project activities

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
Fairchild Tropical Challenge	Select Grade Levels	Fairchild Tropical Gardens staff	Selected teacher participants	October 26, 2012	Fairchild Tropical Challenge Entry Logs	Principal and/or Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate interdisciplinary approach to education through environmental projects and activities	Resources required by Fairchild Tropical Gardens to complete challenges.	EESAC	\$200.00
			Subtotal: \$200.00
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: \$200.00

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	FCAT Benchmark Enrichment using CRISS	Florida Ready 3-5 Grade Reading WB	Title I	\$500.00
Reading	Mentor text (grade-specific novels)	Common Core Mentor Texts	Title I	\$1,000.00
Reading	Use Reading Plus for lowest 25%	Reading Plus incentives	EESAC	\$250.00
Mathematics	Integrate hand-on activities/math labs	Manipulatives/3D models	Title I	\$500.00
Mathematics	Integrate Gizmos labs/virtual manipulatives	Bulbs for LCD projectors	Title I	\$200.00
Science	Provide student-centered laboratory activities	Restock consumable science lab supplies	EESAC	\$200.00
Science	Use of virtual labs (Gizmos)	Bulbs for LCD projectors	Title I	\$0.00
Writing	Utilize grammar books to develop writing skills	Vocabulary Workshop (Sadlier Oxford)	Title I	\$1,000.00
Writing	Utilize vocabulary books to develop writing skills	Wordly Wise	Title I	\$500.00
Suspension	Increase the number of opportunities to promote positive student behavior through incentives	Incentives	EESAC	\$100.00
STEM	Incorporate interdisciplinary approach to education through environmental projects and activities	Resources required by Fairchild Tropical Gardens to complete challenges.	EESAC	\$200.00
				Subtotal: \$4,450.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,450.00

## 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.

## 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
Reading Plus Incentives	\$250.00
Restock consumable Science supplies/ Fairchild Tropical Challenge Supplies	\$400.00
SPOT Success Incentives	\$100.00

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

The EESAC will continue to recommend and support strategies that promote academic and civic growth for our students. The EESAC will also monitor with fidelity the implementation of the School Improvement Plan and any adjustments that need to be made through regular progress assessments. The EESAC will use funds as needed to provide classrooms with materials necessary to achieve SIP objectives.

# 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 FAIRLAWN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	95%	66%	333	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	73%	66%			139	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?	78% (YES)	80% (YES)			158	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					630	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District FAIRLAWN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	89%	98%	60%	332	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	77%	71%			148	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?	61% (YES)	69% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested