FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: VAN E. BLANTON ELEMENTARY SCHOOL

District Name: Dade

Principal: Ms. Tangela D. Goa

SAC Chair: Mr. Renier J. Martin

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending Approval

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ms. Tangela D. Goa	Business Education Educational Leadership	6	11	12''11'10'09 '08 School Grade A A B A A High Standards Rdg 49 64 63 73 60 High Standards Math 65 76 60 69 59 LrngGains-Rdg 77 70 59 66 66 Lrng Gains-Math 81 75 57 55 62 Gains-Rdg-25% 89 74 67 67 64 Gains-Math-25% 79 74 63 67 71 AMO Y
Assis Principal	Mr. Kevrette E. Wells	Degrees Elementary Education Educational Leadership Certification: Elementary Education Educational Leadership	3	3	'12 '11'10'09'08 School Grade A A B B D High Standards Rdg. 49 64 62 60 35 High Standards Math 65 76 69 67 54 Lrng Gains-Rdg. 77 70 63 61 51 Lrng Gains-Math 81 78 69 71 67 Gains-Rdg 25% 89 74 63 60 60 Gains-Math-25% 79 74 67 70 77 AMO Y From 2008 through 2010 worked for District Office of Professional Development as a Curriculum Support Specialist

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	Ms. Hannah Ramontal	Degrees: English Education Reading Education Instructional Technology Certification: English (6-12) Reading K-12	2	2	'12 '11'10'09 '08 School Grade A A B A A High Standards Rdg 49 64 63 73 60 LrngGains-Rdg 77 70 59 66 66 Gains-Rdg-25% 89 74 67 67 64 Writing 81 96 94 86 86 AMO Y

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. The Leadership Team, meticulous in its efforts, conducts the initial interview of the screening process. Applicants who meet specified criteria during this stage of the interview are referred to the principal for a subsequent interview. Additionally, the school collaborates with District and attends job fairs in order to recruit highly qualified personnel. Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualified graduates, majoring in education.	Principal Assistant Principal Leadership Team	June 2013	
2	2. Professional development opportunities are ongoing and readily available to new teachers. They are encouraged to participate in these professionally enhancing training sessions.	Principal Professional Development Liaison Leadership Team	June 2013	
3	4. The school teams teachers who are new to the profession with experienced teachers who provide continual assistance and guidance in all facets of the educational process. The school has adept coaches who provide essential and ongoing support to teachers in core areas of the curriculum, including demonstration lessons, assistance with preparation, planning and disaggregation of data.	Principal Reading Coach	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Out –of-Field Teachers: Attending preparatory sessions with the intent of successfully taking the Florida Teacher Certification Exam. Additionally, professional

4 (10.81%) Out-of-Field 1 (2.70%) Less than Effective	experience is preparing the teacher/(s) for potentially favorable test results. Less than effective: An Improvement Plan has been outlined specifying that assistance is provided to the teacher/(s) for improvement in Reading instruction.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	8.1%(3)	45.9%(17)	21.6%(8)	24.3%(9)	45.9%(17)	67.6%(25)	10.8%(4)	0.0%(0)	62.2%(23)

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
Ms. Fritzlaine Demosthenes	Ms. Nicole Jahoda	Ms. Demosthenes, an 8 year veteran teacher, is MINT trained. She has served as fourth grade Chairperson for the past seven years. Additionally, she is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by FCAT scores.	Weekly meetings will transpire between the mentor and the mentee in order to identify and discuss evidence-based strategies. Also, the mentee will be allowed to view demonstration lessons. Additionally, the mentor and mentee will meet weekly with the grade level to ensure continuity of instructional focus and encourage the development of the mentee's professional proficiency.
Ms. Fritzlaine Demosthenes	Ms. Krystal Otero	Ms. Demosthenes, an 8 year veteran teacher, is MINT trained. She has served as fourth grade Chairperson for the past seven years. Additionally, she is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by FCAT	Weekly meetings will transpire between the mentor and the mentee in order to identify and discuss evidence-based strategies. Also, the mentee will be allowed to view demonstration lessons. Additionally, the mentor and mentee will meet weekly with the grade level to ensure continuity of instructional focus and encourage the development of the mentee's professional proficiency.

	scores.	

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Van E. Blanton Elementary School has a conglomerate of programs that coordinate with other local, state and federal funds and initiatives aimed at improving student performance. The District has purchased and made available to students and teachers Internet-based programs such as Riverdeep, FCAT Explorer, Ticket-to-Read, Success Maker, Reading Plus, Accelerated Reader and DIAL-A-TEACHER ON-LINE. This technology-based learning provides a collection of high-value educational software solutions that enhance student achievement in Reading, Language Arts, Mathematics, Social Studies and Science. Daily, students in all grade levels engage these learning tools. The media center - as well as the classrooms -re equipped with top-of-the-line computers that are readily accessible to students. The DIAL-A-TEACHER ON-LINE is a service provided by Miami-Dade County Public Schools in cooperation with the United Teachers of Dade and WLRN-TV. DIAL-A-TEACHER ON-LINE offers homework help in most subject areas in grades K - 12. Van E. Blanton Elementary students and parents are encouraged to take advantage of this free cyber-help with homework. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.
As it relates to district, Title II and Title III funds are appropriated to ensure staff development opportunities are provided. 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; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

A thorough review of available data disclosed that of the students currently enrolled at Van E. Blanton Elementary, no student has been recognized as having an official migrant status. However, should this be reversed, the school will apply District's protocol for addressing the needs of migrant students. This will include notifying the appropriate district staff of the enrollment at this site of such students.

Title I, Part D

N/A

Title II

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

Title III

Revenues from the Title III pecuniary source are allocated to supplement and enhance programs for English Language Learners (ELL) students. These programs include: extended day tutorial programs, parent outreach activities, professional development with a focus on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, reading and supplementary instructional material, hardware and software for the development of language and literacy skills in reading, mathematics and science.
Services are provided through District for education materials and ELL District support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Currently, school records reflect that there are no students officially enrolled at Van E. Blanton Elementary School classified as homeless. Being familiar with the McKinney Vento Homeless Assistance Act, the school understands procedures to observe should this status become altered. The school is knowledgeable of existing policies that eliminate barriers to enrollment, and ensure retention and success in school for homeless students. The school obligates itself to educate personnel regarding the McKinney Act. Critical to understanding the plight of homeless students, staff is apprised that homeless Currently, school

records reflect that there are no students officially enrolled at Van E. Blanton Elementary School classified as homeless. Being familiar with the McKinney Vento Homeless Assistance Act, the school understands procedures to observe should this status become altered. The school is knowledgeable of existing policies that eliminate barriers to enrollment, and ensure retention and success in school for homeless students. The school obligates itself to educate personnel regarding the McKinney Act. Critical to understanding the plight of homeless students, staff is aware that homeless does not only mean someone who literally lives on the street. Its meaning spans to include: an individual who has a primary nighttime residence that is: a supervised publicly or privately operated shelter designed to provide temporary living accommodations; an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. District sponsors the Homeless Assistance Program and the Project Upstart Program – both aimed at providing essential assistance to homeless children and their families.

Supplemental Academic Instruction (SAI)

Van E. Blanton Elementary School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. The school utilizes funding from this source to provide summer school for retained third grade students. Additionally, SES (Supplemental Education Service) Providers augment the instructional time for students by extending the regular school day.

Violence Prevention Programs

Van E. Blanton Elementary School's Violence Prevention Program parallels with its Drug and Violence Prevention initiative. This effort enables Van E. Blanton Elementary to establish a school-wide foundation, which entails supporting positive discipline, academic success, and mental and emotional wellness through a supportive and nurturing school environment, as well as teaching students appropriate behaviors and problem solving skills. Should the school identify at-risk students, it implements services or intervention that addresses their individual needs.

Nutrition Programs

The Food Service Department at Van E. Blanton Elementary School prepares and serves meals that are balanced and nutritiously fortified. The school fully understands the benefits attached to healthy eating. The correlation between nutritious eating and academic achievement has received massive attention. Given the contention that the physical well-being of students is intrinsically interwoven in eating habits, the school incorporates Health and Nutrition lessons into the Physical Education curriculum. The instructional contents convey to students that nutrients give energy and keep the heart beating, the brain active, and the muscles working. This translates into having a body physically able and ready to successfully undertake the challenge of learning. 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

Van E. Blanton Elementary School is host site for two VPK/Head Start classes. The VPK program has as its premier purpose - a responsibility to prepare, equip and build a solid foundation for the educational success of every four-year-old student. Similarly, four-year-old children attending Head Start at venues other than the public schools are enabled with classroom strategies that maximize the probability of their academic success upon their official entrance into the school environment.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Van E. Blanton Elementary School embraces parents as Partners in Education inasmuch as the Family Resource Center serves as an onsite facility that exists exclusively to accommodate parents and families. To get parents acclimated with the education process, the school informs parents of structured programs available to their children and seeks their input and feedback. Additionally, at designated times, the school extends an opportunity for parents to visit classrooms, meet teachers and become familiar with the instructional curriculum, as well as the functions and activities of the school. The Community Involvement Specialist (CIS) sponsors adult workshops to educate parents on the benefits of eating nutritiously, home buying tips, and food handling. A series of FCAT workshops are offered to equip parents with the skills, materials and resources necessary to assist in the academic preparation of their children. Given that parents are viewed as vital stakeholders of the school, many attend and are members of the Educational Excellence School Advisory Council (EESAC), which is the decision-making entity for this site.

School Improvement Grant Fund/School Improvement Grant Initiative Funding received by the school under the School Improvement Grant Fund/School Improvement Grant Initiative is applied toward enhancing the academic performance of students identified in lowest performing subgroups. Strategies and activities engaged to counter areas of deficiencies include: building comprehension skills, collection and analysis of data, consistency and continuity of the instructional component and curriculum. Moreover, funding from this initiative allows for specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-based MTSS/RtI is vital, therefore, in building the team, Van E. Blanton Elementary considered the following personnel:
• Principal who will ensure commitment and allocate resources.
• Teachers and Coaches who share the common goal of improving instruction for all students; and
• Specialized Service Providers who will work to build staff support, internal capacity, and sustainability over time.

• Responsibilities of Team Members:
• Principal: Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/RtI skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/RtI functions, plans and projects.

• Grade Level Chairpersons, ELL Instructor, Bilingual Instructors: Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.

• Reading Coach, Mathematics/Science Coach: Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

• Guidance Counselor: Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/RtI.

• School Psychologist: Conducts assessment of students; consults with teachers, parents and MTSS/RtI to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in collection and interpretation of data.

• Speech Language Pathologist: Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

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?

> Van E. Blanton Elementary School's MTSS/RtI Team meets quarterly to discuss, assess and make decisions regarding a conglomerate of activities, including:
> • Engage a process through which it analyzes the viability of current school practices
> • Monitor and assess available data to ascertain student progress and determine the need for intervention
> • Create a formalized system that specifies conditions for and oversees screenings, instructional decision-making, implementation and reviews
> • Forge a consensus regarding the structure, responsibilities, and procedures required to achieve excellence in education
> • Continuously review and reevaluate school curriculum to ensure that optimal service is being extended to students and all Stakeholders.

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?

> Van E. Blanton Elementary School's MTSS/RtI Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP.
> • Through test score disaggregation, the MTSS/RtI Team assists in the formulation of objectives as school-wide priorities. This process also helps identify and target curriculum areas and resources most needed to improve student performance. A review, analysis and evaluation of additional data such as the School's Demographic, Academic Profile and Accountability information also provide insight regarding the performance of subgroups and Tier 1, 2, and 3 students. This invaluable insight enables the team to effectively align instructional focus/intervention with the individual needs of the students.

MTSS Implementation

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

> 11. Data managed will include:
> Academic
> • FAIR Assessment – Reading
> • Interim Assessments – Reading, Math, Science and Writing
> • FCAT- Reading, Math, Science and Writing
> • Student Grades
> • School Site Specific Assessments
> Behavior
> • Student Case Management System
> • Suspensions/expulsions
> • Student behavior referrals
> • Attendance
> • Referrals to Special Education Programs
>
> 2. Statistics reflecting the individual needs of each student will be thoroughly examined and will be used to guide the decision-making regarding instruction, general, compensatory, and special education, as well as for creating a well-integrated and seamless system for delivering quality education and intervention.
> The Team:
> • Makes fundamental changes as indicated by assessment results and intervention activities
> • Commits to locating and employing the necessary resources to ensure that students make progress
> • Calls for early identification of learning and behavioral needs, close collaboration among teachers, special education and resource personnel
> • Ensures that systematic documentation verifies that interventions are implemented with fidelity, integrity, and the intended intensity
> • Modifies instruction for struggling students to help them improve academic skills and behavior
> • Adjusts terms of assessment approaches as well as models of intervention and instructional support
> • Makes recommendations regarding the appropriation of school-based resources
> • Offers input and suggestions regarding professional development workshops

Describe the plan to train staff on MTSS.

> Supplemental to District training, Van E. Blanton Elementary School offers training that include:
> 1. The purpose of the school's MTSS/RtI
> 2. Evidence-based intervention approaches, progress monitoring methods, evaluation of instructional and program outcomes, and assessment procedures
> 3. Instructional approaches for students who are in the 2nd or 3rd tiers
> 4. How to administer formal and informal measures to conduct a comprehensive educational evaluation

5. How to analyze and apply assessment results to drive the instructional component

The district professional development and support will include:
1. Training for all administrators in the MTSS/RtI problem solving, data analysis process
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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).

The school-based Literacy Leadership Team (LLT) is comprised of Ms. Tangela D. Goa, Principal; Mr. Kevrette Wells, Assistant Principal; Ms. Hannah Ramontal, Reading Coach; Ms. Belinda Raynor, Guidance Counselor; Ms. Robin Fisher, School Psychologist and Mr. George Pratt, Instructional Technology.

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

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading, Writing, Mathematics and Science assessment administration and use the Teach Me Writing curriculum to build proficiency in effective writing. This Team, which meets quarterly, also develops measurable goals and benchmarks that coincide with Florida Sunshine State Standards. Professional development is also recommended by the LLT.

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading, Writing, Mathematics and Science assessment administration and use the Teach Me Writing curriculum to build proficiency in effective writing. This Team, which meets quarterly, also develops measurable goals and benchmarks that coincide with Florida Sunshine State Standards. Professional development is also recommended by the LLT.

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

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.
The LLT will also implement and engage strategies to increase the number of students who perform above grade level.
Other initiatives undertaken by the LLT will include:
• Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
• Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
• Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
• Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
• Maintain an effective system for using instructional support personnel and establish a support system for improvement.
• Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
• Provide instructional support and assistance to teachers as needed.

Public School Choice

*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.

Van E. Blanton invites and hosts visits from neighboring childcare centers. The preschool students become participants in the learning experience, as they visit the kindergarten classes, the media center and other locations in the school. They are also guests in the cafeteria and subsequently partake of the meal provided by the school. This venture affords the students exposure to the school setting prior to their official entrance. They become familiar with the academic milieu and therefore gain increased comfort in this environment. The school also articulates and meets with the pre-school teachers and parents with the intent of ensuring a smooth transition. The open channel of communication between the school, pre-school teachers and parents ensures continuity in the process to ready the students for their entrance into kindergarten.

Assessment tools utilized by the pre-kindergarten teachers to determine student readiness rates and to post test include: DECA (Devereux Early Childhood Assessment); OLPS-R (Oral Language Proficiency Scale-Revised); PELI (Phonological and Early Literacy Inventory); and LAP-D (Learning Accomplishment Profile-Diagnostic). The DECA assessment assists professionals in promoting resilience in children ages 2-5. Through the program, early childhood professionals and families learn specific strategies to support young children's social and emotional well-being and how to enhance the overall quality of early childhood programs. Because it is strength-based, the DECA Program is appropriate for all children and should be used to build children's protective factors and prevent the development of challenging behaviors. The centerpiece of the DECA Program is the assessment instrument, the DECA. In best practice the DECA is completed by both teachers and parents who then work together as a team to plan changes in the classroom and the home to promote children's resilience. Four-year-old students should be pre and post tested on the B.E.L.L. Literacy Program using the Phonological and Early Literacy Inventory (P.E.L.I.). When testing a LEP (Limited English Proficient) student, teachers must take into consideration the child's ESOL level. Children with ESOL Levels I and II must be tested in their home language and in English for those skills that they may have learned in the classroom environment. Children with ESOL Levels III and IV must be tested using both languages. The test item may be introduced in English and if the child appears to have difficulty, the home language must be used in order to facilitate understanding. Correct answers in the home language must be considered acceptable.

Special Education children who are ELL must be assessed with the M-DCPS Oral Language Proficiency Scale-Revised (OLPS-R), Pre-K level or the Relative Language Dominance Checklist-Revised in order to determine an ESOL level. This assessment must have been completed prior to entering the program for the first time and again in May for children who obtained ESOL Levels I - IV It is important that parents and families are informed on a regular basis about their child's progress in school.

P.E.L.I. is screening to predict early success in reading based on a child's ability to accurately and effectively master core literacy constructs (e.g., phonological awareness, alphabet knowledge, concept of word, and grapheme-phoneme correspondence) and to exercise these understandings in a comfortable socio-cultural context. It is a diagnostic screening tool for identifying children at risk for early reading difficulties.

The LAP-D is an assessment recommended to obtain performance levels in fine motor, gross motor, communication, general knowledge and social/self-help. It is a comprehensive developmental assessment tool for children between the ages of 30 and 72 months. Based on a task-analysis model, the LAP-D is designed to assist the user in making educational decisions with regard to instructional objectives and strategies that are developmentally appropriate. The LAP-D consists of a hierarchy of developmental skills arranged in four major developmental areas or domains, each of which contains two subscales. These include, Fine Motor: Writing and Manipulation; Cognitive: Matching and Counting; Language: Naming and Comprehension; Gross Motor: Body Movement and Object Movement.

The Parental Involvement component is a key factor in encouraging the home to assume a pro active role in order to ensure a successful transition for preschool students. The parents are invited to attend meetings wherein they are encouraged to join with the elementary school and preschool program to identify and coordinate services for a smooth and uneventful move into the elementary school system.

The pre-kindergarten program is Titled I funded and it is monitored and evaluated by the Division of Early Childhood Programs. In order to ascertain the effectiveness of the pre-kindergarten program, the Florida Kindergarten Readiness Screener (FLKRS) will be administered. This evaluation will not be done until after students enter kindergarten. Given that school readiness is the major goal of the Voluntary Pre-Kindergarten (VPK) program, it is imperative that the school find out if the students are prepared to adequately function in elementary school. The Florida Kindergarten Readiness Screener will be utilized. The piece called ECHOS (Early Childhood Observation System) is described as a non-intrusive way of evaluating children's knowledge.

Teachers watch students during class to determine whether they have certain skills, such as knowing how to use a book or how to play with others. They then create lesson plans to help each child progress. This style of assessing is viewed as evaluating the "whole child" in a normal setting. Inter as well as intra grade level articulation is critical for a smooth transition from pre-kindergarten to kindergarten. Articulation occurs between the pre-kindergarten teachers as well as between the pre-kindergarten and kindergarten teachers. Through articulation, standards, curriculum and teacher training are synergistic. As a team, teachers will meet and discuss the results of the FLKRS and devise activities that will be guided by developmentally appropriate foundations in all content areas. In addition, articulation between the teachers will extend the opportunity to share best practices. This in return will ensure that the students are ready for kindergarten and that kindergarten is ready for the students.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 24% of students achieved proficiency (Level 3). Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 27%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(63)	27% (70)

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	1A.1. Grade 3: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading assessment, was Reading Application. The students had difficulty in recognizing organizational patterns in text features and text structures.	1A.1. Implement reading strategies - such as QAR (Question Answer Response) and Reciprocal Teaching - that will increase the understanding of text features and text structures, so that students will be able to read and recognize organizational patterns used by authors in a variety of text.	1A.1. Reading Coach Administration	1A.1. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, and Student Work Samples The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	1A.1. Formative Assessments FAIR MDCPS Interim Assessments Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0 Reading Assessment
2	1A.2. Grades 4-5: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Literary Analysis The students lack the ability to identify theme or topic in a variety of text.	1A.2. The students will focus on reading strategies such as: what the author thinks and feels whether the main idea is stated or implied and the ability to identify causal relationships imbedded in text. This will help students to recognize and identify theme and topic in a variety of text.	1A.2. Reading Coach Administration	1A.2. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, and Student Work Sample The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	1A.2. Formative Assessments FAIR MDCPS Interim Assessments Bi-Weekly Assessments Summative Assessments 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 Assessment indicate that 22% of students achieved proficiency (Level 4-5). Our goal for the 2012-2013 school year is to increase the Level 4 and 5 student proficiency by 1 percentage point to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(56)	23% (59)

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	2A.1. Grade 3: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Reading Application. The students lack strategies that would assist with locating relevant details and facts, drawing logical conclusions, sequencing events and making appropriate inferences within grade level text	2A.1. Provide students with enrichment learning tools to identify text structures used by an author to explain how information is organized by comparison /contrast; cause/effect, or sequencing so as to impact reading comprehension.	2A.1. Reading Coach Administration	2A.1. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, and Student Work Samples The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	2A.1. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT Reading 2.0Assessment
2	2A.2. Grades 4-5: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Literary Analysis. The students lack strategies that would	2A.2. Provide students with enrichment learning tools to identify text structures used by an author to explain how information is organized by comparison/contrast cause/effect, or sequencing so as to impact reading comprehension.	2A.2. Reading Coach Administration	2A.2. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, and Student Work Samples The LLT and classroom teachers will determine the effectiveness of the above strategies through	2A.2. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments

			constant communication and monthly data chats.	2013 FCAT 2.0 Reading Assessment
assist with locating relevant details and facts, drawing logical conclusions, sequencing events and making appropriate inferences within grade level text.				

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:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.00 Reading Assessment indicate that 77 percent of students made learning gains. Our goal for the 2013-2013 school year is to increase the percentage of student making learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(125)	82%(133)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Grade 3: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading assessment, was unfamiliarity with the NGSSS. The lowest reporting category was Reading Application.	3A.1. Rewrite the weekly basal reading series questions using the updated task cards to provide practice answering questions that correlate to the NGSSS by using the question stems from the FCAT Item Specifications test	3A.1. MTSS/RtI Reading Coach Administration	3A.1. Monitor Lesson Plans, Teacher Observation, Lesson Demonstration, Feedback Conferences, Test Data Chats, and Student responses to questions posed from MDCPS FCAT Question Task Cards. The LLT and classroom teachers will determine	3A.1. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0

				the effectiveness of the above strategies through constant communication and monthly data chats.	Reading Assessment
2	3A.2 Grades 4-5: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading assessment, was unfamiliarity with the NGSSS. The lowest reporting category was Literary Analysis.	3A.2. Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions.	3A.2. MTSS/RtI Reading Coach Administration	3A.2. Monitor Lesson Plans, Teacher Observation, Lesson Demonstration, Feedback Conferences, Test Data Chats, and Student responses to questions posed from MDCPS FCAT Question Task Cards. The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	3A.2. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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 reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 89% of students in the lowest 25 percent made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25 percent achieving learning gains by 5 percentage points to 94%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%(39)	94%(41)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	4A.1. Grade 3: The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reading Application. The students lack the ability to identify the main idea, cause and effect, compare and contrast and problem/solution due to limited use of Voyager Intervention.	4A.1. Utilize graphic organizers to teach students how to identify the main idea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Voyager and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.	4A.1. MTSSS/RtI	4A.1. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and Monitor Voyager and SuccessMaker data The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats	4A.1. Formative Assessment MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0 Reading Assessment
2	4A.2. Grades 4-5: The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Literary Analysis. The students lack the ability to identify and determine meaning using literary elements such as setting, characters and problem/solution due to limited use of Voyager	4A.2. Utilize graphic organizers to teach students how to construct meaning and interpret text when comparing and contrasting story elements, settings, characters and problems in multiple text. Provide supplemental instruction using Voyager/SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.	4A.2. MTSSS/RtI	Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and Monitor Voyager and SuccessMaker data The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	4A.2. Formative Assessment MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to decrease by 50% the non-proficient students from baseline of 2011 to the administration of the 2017 FCAT 2.0 Reading Assessment. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 47% of Black and 53% of Hispanic students achieved proficiency. Our goal for the 2012-2013 school year is to increase in the percentage of Black students making satisfactory progress by 3 percentage points to 50% and increase the number of Hispanic students making satisfactory progress by 3 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 47% (98) Hispanic: 53% (25)	Black: 50% (105) Hispanic: 56% (26)
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black: The area of deficiency for Black students in Grade 3 as noted on the 2012 FCAT 2.0 Reading Assessment was Reading Application. Hispanic: The area of deficiency for Hispanic students in grade 3 as noted on the 2012 FCAT 2.0 Reading Assessment was Reading Application. This was due to limited attendance to tutoring.	5B.1. Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions.	5B.1. MTSS/RtI Reading Coach Administration	5B.1. Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and Monitor Weekly Intervention Plan. The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	5B.1. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0 Reading Assessment
2	5B.2. Black: The area of deficiency for Black students in Grades 4-5 as noted on the 2012 FCAT 2.0 Reading Assessment was Literary Analysis. Hispanic: The area of deficiency for Hispanic students in grades 4-5 as noted on the 2012 FCAT 2.0 Reading Assessment was Literary Analysis. This was due to limited attendance to tutoring.	5B.2. Utilize graphic organizers to teach students how to identify the main idea, cause and effect, compare and contrast and problem/solution. Provide supplemental instruction using Voyager and SuccessMaker intervention, three times per week for 30 minutes in order to enhance reading skills.	5B.2. MTSS/RtI Reading Coach Administration	5B.2. Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and Monitor Weekly Intervention Plan. The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	5B.2. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 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 --38% of students in the English Language Learners subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase English Language Learners proficiency by 6 percentage points to 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(25)	44%(29)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Grade 3: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Reading Application. The students lack the	5C.1. The students will utilize Comprehension strategies such as the use grade-level appropriate texts that include identifiable author's purpose, understand that the main idea may be stated or implied and become familiar with text	5C.1. MTSS/RtI Reading Coach Administration	5C.1. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, and Student Work Samples The LLT and classroom teachers will determine the effectiveness of the	5C.1. Formative Assessment MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments

			above strategies through constant communication and monthly data chats.	2013 FCAT 2.0 Reading Assessment
2	5C.2. Grades 4-5: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Literary Analysis. The students lack the ability to interpret elements of story structure and identify descriptive and figurative language.	5C.2. The students will be exposed biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Additionally, use poetry to practice identifying descriptive language that defines moods and provides imagery	5C.2. MTSS/RtI Reading Coach Administration	5C.2. Weekly basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, and Student Work Samples The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	5C.2. Formative Assessment MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 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:	N\A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N\A	N\A

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicated that 48% of students in the Economically Disadvantage subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the number of Economically Disadvantaged students achieving proficiency by 3 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(121)	51%(129)

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

			Monitoring	Strategy	
1	5E.1. Grade 3: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Reading Application. The students had difficulty in recognizing organizational patterns in text features and text structures due to limited attendance.	5E.1. The students will apply reading comprehension strategies such as 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. This will teach students how to locate, interpret and organize information for the purpose of understanding a variety of text.	5E.1. MTSS/RtI Reading Coach Administration	5E.1. Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	5E.1. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 FCAT 2.0 Reading Assessment
2	5E.2. Grades 4-5: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Literary Analysis. The students lack the ability to interpret elements of story structure and character development	5E.2. The teachers will apply strategies to teach students how to identify and interpret elements of story structure within and across texts and help students understand character development, character point of view.	5E.2. MTSS/RtI Reading Coach Administration	5E.2. Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats	5E.2. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 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
Success Maker as a Tire Two Intervention Training	3-5	Reading Coach	Interventionist/3-5 Teachers	August 22, 2012	Teacher Observation Student Work Folders Data Chats Biweekly Formative Assessments	LLT
Voyager Intervention Training	K-5	Reading Coach	K-5 Teacher	August 29, 2012	Mini-assessments Student Work Folders	LLT
DifferentiatedInstruction	K-5	Reading Coach	K-5 Teachers	September 26, 2012	Teacher Observation Student Work Folders Data Chats Biweekly Formative Assessments	LLT

Reading Budget:

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

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

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 Listening/Speaking assessment indicate that 65% of students achieved proficiency. Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 67%
2012 Current Percent of Students Proficient in listening/speaking:	
65%(104)	

	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	1.1. Speaking Goal: The area of deficiency, as noted on the 2012 administration of the CELLA Speaking Assessment, was retelling. The students had difficulty in understanding text when asked to retell what they read.	1.1. The students will use grade level text and retell what they have read, by organizing information and providing a summary.	1.1. MTSS/RtI Administration	1.1. Student Work Folders Teacher Made Assessments. The MTSS/RtI, administration and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	1.1. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessment 2013 CELLA Listening/Speaking Assessment
	1.2. Listening Goal:	1.2. The students will use	1.2. MTSS/RtI	1.2. Student Work Folders	1.2. Formative

			Administration	Teacher Made Assessments.	Assessments
2	The area of deficiency, as noted on the 2012 administration of the CELLA Listening Assessment, was paraphrasing. The students had difficulty in understanding text when asked paraphrase.	brief passages from grade level appropriate text and paraphrase what they have read, accounting for the vocabulary words and concepts that are important in the text.		The MTSS/RtI, administration and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessment 2013 CELLA Listening/Speaking Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading assessment indicate that 43% of students achieved proficiency. Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 45%.

2012 Current Percent of Students Proficient in reading:
43%(68)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency, as noted on the 2012 administration of the CELLA Reading Assessment was comprehending text on grade level. The students had difficulty in understanding text when asked to read, grade level text independently.	2.1. The students will use the Reciprocal Teaching steps (predicting, questioning, clarifying and summarizing) to comprehend grade level text.	2.1. MTSS/RtI Administration	2.1. Student Work Folders Bi-Weekly Formative, Reading Benchmark Assessment and Teacher Made Assessments. The MTSS/RtI, administration and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	2.1. Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 CELLA Reading Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing assessment indicate that 33% of students achieved proficiency. Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 35%.

2012 Current Percent of Students Proficient in writing:
33%(52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency, as noted on the 2012 administration of the CELLA Writing Assessment was the writing process The students had difficulty in understanding the necessary steps to respond to a writing prompt.	2.1. The students will write in the following steps: planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.	2.1. MTSS/RtI Administration	2.1. Student Writing Journals Teacher Made Assessments. The MTSS/RtI and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	2.1. Formative Assessments Monthly Writing Prompt Summative Assessments 2013 CELLA Writing Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
3.1 Teach students the necessary steps to respond to a writing prompt	Writing Journals	Title One	$400.00
			Subtotal: $400.00
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: $400.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics Test indicate that 36% of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2013 school year is to increase the number of Level 3 students by 1 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(93)	37%(95)

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	1A.1. Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Number: Fractions.	1A.1. Provide students time for mathematical exploration and development of Number Fractions through use of concrete and virtual manipulative during whole group instruction through the utilization of the Gizmos program.	1A.1. MTSS/RtI Administration	1A.1. The results of biweekly formative assessments will be used to determine the overall effectiveness of the strategy and to provide time for adjustments and feedback to teachers. Gizmos reports will be used to monitor usage and overall success of the program's implementation.	1A.1 Formative Assessments Bi-Weekly Assessments Gizmos MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
2	1A.2. Grades 4-5: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Geometry & Measurement.	1A.2. Increase the use of the FL Go Math "Grab and Go" manipulative kit during whole group and differentiated instruction in order to increase conceptual knowledge of two-dimensional and three-dimensional shapes.	1A.2. MTSS/RtI Administration	1A.2. Student work folders and journals will be reviewed to determine if manipulative were utilized. Review Edusoft reports during grade level meetings to ensure progress, implementation, and to adjust instruction as needed.	1A.2. Formative Assessments Bi-Weekly Assessments MDCPS Interim Math Journal Rubric Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results

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 Mathematics Test indicate that 26% of students in grades 3-5 achieved a Level 4 or 5. Our goal for the 2013 school year is to increase the number of Level 4-5 students by 1 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(68)	27%(70)

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	2A.1. Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Number: Fractions.	2A.1. Provide students with increased time for conceptual development and understanding through use of the Brainchild Achiever Online Intervention program and hand-held study devices	2A.1. MTSS/RtI Administration	2A.1. Student intervention reports will be monitored monthly for improvements or declines so that groups can be adjusted.	2A.1. Formative Assessments Bi-Weekly Assessments Gizmos MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
2	2A.2. Grades 4-5: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Geometry & Measurement.	2A.2. In order to address the deficiency in dimensional shapes, volume, and surface, students will utilize the Gizmos software during differentiated instruction.	2A.2. MTSS/RtI Administration	2A.2. Gizmos reports will be used to monitor usage and overall success of the program's implementation. Individual student reports will be examined to determine if adjustments are needed.	2A.2. Formative Assessments Bi-Weekly Assessments Student Work Samples MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results

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

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

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 Mathematics Test indicate that 82% of students in grades 3-5 made learning gains in Mathematics. Our goal for the 2013 school year is to increase the number of students making learning gains in Mathematics by 5 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(132)	87%(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	3A.1. Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Number: Fractions.	3A.1. Provide flexible pull-out remediation and differentiated instruction that utilizes the Go Math series Reteach Lessons to those students not demonstrating mastery on weekly tests.	3A.1. MTSS/RtI Administration	3A.1. Conduct grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher feedback on the effectiveness of strategy. Review student work samples and data-chat protocol forms in their MTSS/RtI folders every nine weeks.	3A.1. Formative Assessments Grade Level Meeting Minutes Bi-Weekly Assessments Student Work Samples MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
	3A.3. Grades 4-5: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in	3A.3. Teachers will utilize the "Bulldog Brain Buster" question of the day from the Florida Continuous Improvement Model in order to increase the frequency in which	3A.3. MTSS/RtI Administration	3A.3. Student work folders and journals will be reviewed to determine if the student is consistently developing problem solving strategies for the problem of the day and	3A.3. Formative Assessments Bi-Weekly Assessments Student Work Samples

2	Reporting Category – Geometry & Measurement.	students are engaged in activities that enable them to think critically and to be exposed to mathematically complex questions.		to determine student progress and understanding. The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results Mathematics Exam Results

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 Mathematics Test indicate that 79% of students in the lowest 25% made learning gains in Mathematics. Our goal for the 2013 school year is to increase the number of students in the lowest 25% making learning gains in Mathematics by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(136)	84%(38)

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	4a.1. Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions	4a.1. Increase the frequency in which students are engaged in activities that use the Mega Math Online Intervention program as a means to create additional models, explore arduous math	4a.1. MTSS/RtI Administration	4a.1. Review Mega Math Intervention reports and conduct grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher feedback on the	4a.1. Formative Assessments Grade Level Meeting Minutes Bi-Weekly Assessments Student Work Samples

				effectiveness of strategy.	MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
2	4A.2. Grades 4-5: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Geometry and Measurement	4A.2. Create a weekly schedule to provide time for Voyager Math tutorial sessions during small group intervention.	4A.2. MTSS/RtI Administration	4A.2. Voyager Math data will be used to monitor student progress and adjust instruction. The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	4A.2. Formative Assessments VMath Bi-Weekly Assessments MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results

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 by 50% the non-proficient students from baseline of 2011 to the administration of the 2017 FCAT 2.0 Mathematics Assessment.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 64% of Black and 67% of Hispanic students achieved proficiency. Our goal for the 2012-2013 school year is to increase in the percentage of Black students making satisfactory progress by 4 percentage points to 68% and increase the number of Hispanic students making satisfactory progress by 3 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 64%(134) Hispanic: 67%(31)	Black:68%(142) Hispanic:70%(33)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B.1. Grade 3 Black: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for grade 3 Black students was in	5B.1. Increase the usage of the "Learning Wrap-Ups" series in order to provide students with the opportunity to develop quick recall of addition, subtraction, multiplication	5B.1. MTSS/RtI Administration	5B.1. The Learning Wrap-Up's pre and post test data will be used to monitor student progress and adjust instruction. District assessments will	5B.1. Formative Assessments Learning Wrap-Up's Bi-Weekly Assessments MDCPS Interim

1	Reporting Category -- Fractions Hispanic: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for grade 3 Hispanic students was in Reporting Category -- Fraction	and division facts.		be data will be analyzed and adjustments will be made to student groups based on student performance.	Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
2	5B.2. Grades 4-5 Black: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for grades 4-5 Black students was in Reporting Category Number: - Geometry and Measurement Hispanic: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for grades 4-5 Hispanic students was in Reporting Category Number: - Geometry and Measurement	5B.2. Increase the use of Mathematics journals in order to expose students to complex real-world problems, assist them in developing a problem solving strategy, and increase student vocabulary.	5B.2. MTSS/RtI Administration	5B.2. Journals will be reviewed using a school-wide rubric in order to determine if the student is consistently developing their vocabulary, problem solving strategies, and to determine student progress and understanding. Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance.	5B.2. Formative Assessments Math Journals Bi-Weekly Assessments MDCPS Interim Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate that 51% of ELL students achieved proficiency. Our goal is to increase the number of ELL student making proficiency by 1 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(34)	52%(35)

	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	5C.1. Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions	5C.1. Develop a pull out intervention schedule in order for student to utilize the Go Math ESOL Activity guide program on a weekly basis so that they can build their conceptual knowledge, vocabulary, and computational fluency.	5C.1. MTSS/RtI Administration	5C.1. Student ESOL activities will be monitored for improvements or declines so that groups can be adjusted. Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance	5C.1. Formative Assessments Bi-Weekly Assessments MDCPS Interim Student Work Samples FL Go Math ESOL Guide Activities Summative Assessments 2013 FCAT 2.0 Mathematics Exam

				Results
2	5C.2. Grades 4-5: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Geometry and Measurement	5C.2. Increase the frequency in which students are engaged in activities that use the Mega Math Online Intervention program as a means to create additional models, explore arduous math concepts, provide extra practice, and to progress monitor student performance.	5C.2. MTSS/RtI Administration	5C.2. Student Mega Math reports will be monitored for improvements or declines so that groups can be adjusted. Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance.	5C.2. Formative Assessments Bi-Weekly Assessments MDCPS Interim Mega Math Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 64% of Economically Disadvantages (ED) students achieved proficiency. Our goal is to increase the number of ED student making proficiency by 1 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(161)	65%(164)

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
	5E.1. Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the	5E.1. Increase the use of the FL Go Math "Grab & Go" manipulative during whole group instruction and in independent learning centers so that students	5E.1. MTSS/RtI Administration	5E.1. Student work, journals, and chapter tests will be reviewed to determine the strategies implementation and	5E.1. Formative Assessments Bi-Weekly Assessments MDCPS Interim

1	students was in Reporting Category Number: Fractions	are able to read, write, and represent fractions, equivalent fractions, and fractions greater than one.		effectiveness. Grade level meeting will be conducted to progress monitor student performance and to desegregate District assessment data in order to regroup students.	Student Work Samples Gizmos Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
2	5E.2. Grades 4-5: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Geometry & Measurement.	5E.2 Provide teachers with the FL "Go Math" series Reteach Book along with a variety of supplemental resources including: pictures, note cards, and real word problems in order to solve complex abstract concepts will be used to enhance instruction.	5E.2. MTSS/RtI Administration	5E.2. Student FL Go Math Reteach activities will be monitored for improvements or declines so that groups can be adjusted. Grade level meetings will be conducted to progress monitor student performance and to desegregate District assessment data in order to regroup students.	5E.2. Formative Assessments Bi-Weekly Assessments MDCPS Interim Student Work Samples Go Math Re-teach Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results Mathematics Exam Results

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
Rigorous Mathematics Instruction PLC	K-5	Math Facilitator	School-Wide	September 28, 2012 November 30, 2012 January 31, 2013 March 20, 2013	Teachers will develop in-depth lesson plans and have common planning time to discuss tiered activities.	Administration
Brainchild Achiever Intervention	3-5	Math Facilitator	Grades 3-5	September 28, 2012	Teachers will develop cooperative learning centers in their classrooms that utilize the Brainchild Achiever hand-held study devices.	Administration
Response to Intervention & Effective Intervention Strategies in Mathematics	K-5	Math Facilitator	School-Wide	October 31, 2012 December 14, 2012 February 28, 2013	Teachers will develop small group learning centers for reinforcement or enrichment that utilize the HMH Mega Math Intervention program.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2a.1 Increase students mastery of in the Reporting Category Number: Fractions	Brainchild Achiever Online Intervention	Title One	$3,000.00

			Subtotal: $3,000.00
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: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 34% of students in 5th grade achieved proficiency (Level 3). Our goal for the 2013 school year is to increase the Level 3 student proficiency by 3 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(28)	37%(31)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Grade 5: According to the 2012 FCAT 2.0 Science Assessment results, an area of difficulty for the students was in Reporting Category: Physical Science Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding.	1A.1. Provide students the opportunity to work cooperatively in a small group setting to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	1A.1. Administration	1A.1. Review a rubric-based lab report will be used to determine knowledge of the scientific process. Data conferences will be conducted after every District Interim Assessment in order to desegregate data and develop differentiated lab activities to address the different needs through remediation and enrichment activities	1A.1. Formative Assessments MDCPS District Interim Assessments Science Lab Reports Summative Assessments 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 Science Test indicate that 8 percent of students in 5th grade achieved Levels 4-5 proficiency. Our goal for the 2012-2013 school year is to increase the Level 4-5 student proficiency by 1 percentage points to 9 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6)	9% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Grade 5: According to the 2012 FCAT 2.0 Science Assessment results, an area of difficulty for the students was in Reporting Category : Physical Science	2A.1. Provide more visual and kinesthetic representations of scientific terminology, scientific investigations, and science concepts through the utilization of the Discovery Education online simulations and videos during whole group instruction.	2A.1. Administration Science Coach	2A.1. A review of student work and journals will be done to determine the programs implementation and effectiveness. Biweekly benchmark assessments will be analyzed in order to monitor progress and adjust instruction. Data conferences will be conducted after every District Interim Assessment in order to desegregate data and develop differentiated lab activities to address the different needs through	2A.1. Formative Assessments MDCPS District Interim Assessments Student Writing Folders Biweekly Assessments Summative Assessments 2013 FCAT 2.0 Science Assessment

				remediation and enrichment activities	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: 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
Science Journals	K-5	Science Facilitator	School-wide	August 31, 2012 September 28, 2012 October 31, 2012	Teachers will have common planning time to discuss and develop activities. Students will be provided with a Science Journal in order to monitor program implementation and student progress	Administration
Writing In Science	3-5	Science Facilitator	Grade 3-5	September 28, 2012 October 31, 2012	Teachers will have common planning time to discuss and develop activities. Students will be provided with a Writing folder in order to monitor program implementation and student progress.	Administration
Independent Inquiry	K-5	Science Facilitator	School-wide	October 31, 2012 November 30, 2012	Teachers will have common planning time to discuss and develop activities. Students will be provided with a lab folder in order to monitor program implementation and student progress.	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.1. Increase student knowledge of Physical Science by using interactive science journals	Science Journals	Title One	$400.00
			Subtotal: $400.00
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: $400.00

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 79% of the students achieved proficiency (Level 3-6). Our goal for the 2013 school year is to increase the Level 3-6 student proficiency by 2 percentage points to 81% on the FCAT 2.0 Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(63)	81%(65)

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	1A.1. Grade 4 The area of deficiency, as noted from the administration of the 2012 FCAT Writing Test was support. There was limited exposure to anchor papers that addressed support.	1A.1. Instruct the five stages of Writing: prewriting, drafting, revising, editing and publishing to facilitate interactive writing and develop writing fluency. Provide students the opportunities to practice using grammar conventions, transactional words and	1A.1. MTSS/RtI Reading Coach Administration	1A.1. Student work Samples and Feedback Conferences The LLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats	1A.1. Formative Assessments Rubric Bi-Monthly Writing Prompts Pre/Progress District Writing Prompts Student Samples Summative Assessments

					2013 FCAT 2.0 Writing Assessment
	writing vocabulary that is related to narrative and expository prompt writing. Utilize exemplar sets to model effective elaboration and organization techniques in different types of the writing.				

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
Narrative Prompts Vivid Vocabulary Great Beginnings Excellent Endings	1-4	Reading Coach	Grade 1-4 Teachers	November 14, 2012	Teacher Observations Student Work samples Data Chats	Administration
FCAT Exemplar Sets	1-4	Reading Coach	Grade 1-4 Teachers	September 12, 2012	Teacher Observations Student Work samples Data Chats	Administration
Expository Prompts Transitional Words Sequential Order	1-4	Reading Coach	Grade 1-4 Teachers	December 13, 2012	Teacher Observations Student Work samples Data Chats	Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to 0.5% by curtailing absences from truancy, illnesses, lack of motivation, and to foster a school environment wherein all stakeholders feel that they share equally in the education process.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.9%(584)	97.4%(587)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
112	106
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
98	93

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

			Monitoring	Strategy	
1	1.1. Students are unaware of attendance incentives for absences and tardies.	1.1. Provide monthly incentives to students who maintain 100 percent "present and on-time" per grading period. In addition, promote attendance incentives via the announcements.	1.1. Administration Guidance Counselor	1.1. Monitor the incentive project for consistency of implementation by reviewing the attendance bulletin daily. The administration will determine the effectiveness of the above strategies.	1.1. Monitor daily attendance bulletin

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
1.1 Attendance Incentives	K-5/ Attendance	Attendance Office/ Guidance Counselor	Instructional personnel (K-5)	September 28, 2012	Strategies to counter habitual truancy will be devised during the PLC. Assistant Principal will monitor the implementation of strategies	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 Truancy Prevention/Attendance	Incentive for students who maintain 100 percent attendance.	Title I PTSA	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
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: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 2 percent.
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
29	26
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
20	18

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The school experienced a total of 29 outdoor suspensions for the 2011-2012 school year. This numerical figure represents a substantial decrease from the total 39 outdoor suspensions for the 2010-2011 school year. In comparison, this was a decrease of the number of incidents from the 2010-2011 school year to that of the 2011-2012 school year. Students are unaware of amicable conflict resolution skills.	1.1. Utilize a conflict resolution program for students in grades pre-kindergarten through fifth in order to assist students with behavior modification. Implement a school-wide discipline plan in order to provide early intervention to re-direct inappropriate behavior. Identify and refer students who have habitual discipline problems.	1.1. Administration	1.1. Monitor Positive Behavior Incentive Program The administration will determine the effectiveness of the above strategies.	1.1. COGNOS Reports Classroom Visits

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
Conflict Resolution (Strategy 1.1)	Grades K-5	Guidance Counselor	School Wide	September 1, 2012	Employ the use of classroom visits to monitor the use of Conflict Resolution	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. STEM STEM Goal #1:			The results of the 2012 FCAT 2.0 Science Assessment indicate that 56% of 5th Grade students achieved proficiency. The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency 3 percentage points to 59%.		

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	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Science is in Nature of Science. Teachers have not been afforded the opportunity for Professional Development.	1.1. Provide opportunities for students to experience the scientific method by participating in the school's Science Fair	1.1. Administrators	1.1. Data from school-based assessments and District Interims will be analyzed monthly by administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate	1.1. Formative Assessment School- based assessment District Interims Summative Assessment 2013 FCAT 2.0 Science Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD focus on Scientific Thinking Strategies	Grades 3-5 Science	Leadership Team	3rd, 4th and 5th grade Science Teachers	September 10, 2012 – May 17, 2013 (Monthly)	Science Lab and Classroom Walkthroughs	Administrator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency according to data has been Physical Science. Teachers lack time to prepare mini-lessons to conduct science projects testing the scientific thinking process.	Materials for Workshops & Printing of Informational Reference Worksheets	School Based Budget	$300.00
			Subtotal: $300.00
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: $300.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	3.1 Teach students the necessary steps to respond to a writing prompt	Writing Journals	Title One	$400.00
Mathematics	2a.1 Increase students mastery of in the Reporting Category Number: Fractions	Brainchild Achiever Online Intervention	Title One	$3,000.00
Science	2A.1. Increase student knowledge of Physical Science by using interactive science journals	Science Journals	Title One	$400.00
Attendance	1.1 Truancy Prevention/Attendance	Incentive for students who maintain 100 percent attendance.	Title I PTSA	$500.00
STEM	The area of deficiency according to data has been Physical Science. Teachers lack time to prepare mini-lessons to conduct science projects testing the scientific thinking process.	Materials for Workshops & Printing of Informational Reference Worksheets	School Based Budget	$300.00
				Subtotal: $4,600.00

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: $4,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁꞂ Priority	ꞁꞂ Focus	ꞁꞂ Prevent	ꞁꞂ NA

Are you a reward school: ꞁꞂ Yes ꞁꞂ No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
$500.00 Training of Personnel	$500.00
$2000.00 End-of-the-Year Academic Awards	$2,000.00
$250.00 Accelerated Reader Books	$250.00

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

Through test score disaggregation, the Educational Excellence School Advisory Council (ESSAC) will be active in the formulation of objectives as school-wide priorities. This process assists the EESAC in identifying and allocating funds for curriculum areas and resources most needed to improve student performance. A review, analysis and evaluation of additional data such as the School's Demographic and Academic Profile also provide insight for the EESAC in the appropriation of funds. The council schedules monthly meetings, notifies stakeholders and creates agendas, as per state and district guidelines. The council also recommends and appropriates funds for the purchase of books, overhead projectors, screens, tape players and card masters as well as incentives for students. This council also recommends various workshops and technology training for teachers and staff and allocates funds to cover the expense for educators to attend these professionally enhancing sessions. Other recommendations include: the purchase of books that support the Accelerated Reader program, reading software and awards for student recognition at the end of the year. Information regarding faculty and staff employment vacancies is discussed with the council. The council is apprised of the qualifications necessary to fill vacancies and lend their support to the efforts of the responsible party to recruit potential qualified candidates. The EESAC is diligent in its commitment to the fidelity of the School Improvement Plan. At each meeting, the objectives are discussed and the strategies are monitored so that members are assured that the written plan is put into action for the academic and social growth of each student

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
VAN E. BLANTON ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	76%	88%	60%	288	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	78%			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?	74% (YES)	74% (YES)			148	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					584	
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
VAN E. BLANTON ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	66%	86%	53%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	75%			136	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	76% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested