

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HIBISCUS ELEMENTARY SCHOOL

District Name: Dade

Principal: Ms. Kim W. Cox

SAC Chair: Sieta Mobley

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/5/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ms. Kim Cox	Masters Degree in English Bachelor's Degree in English Certification in Educational Leadership	2	20	'12 '11 '10 '09 '08 School Grade C C D D C High Standards Rdg 28% 37% 38% 39% 37% High Standards Math 31% 39% 35% 36% 33% Lrng Gains-Rdg. 69% 53% 55% 58% 36% Lrng Gains-Math 51% 58% 59% 62% 69% Gains-Rdg- 70% 65% 69% 76% 48% Gains-Math- 64% 63% 64% 72% 74%
Assis Principal	Ms. Deborah Y. Collins	Bachelor of Science in Public Administration and Management; Masters Degree in Elementary Education; Certification in Educational Leadership	4	12	'12 '11 '10 '09 '08 School Grade C C C A A High Standards Rdg. 28% 65% 60% 83% 83% High Standards Math 31% 67% 65% 80% 81% Lrng Gains-Rdg. 69% 61% 63% 69% 73% Lrng Gains-Math 51% 60% 62% 65% 75% Gains-Rdg- 70% 63% 50% 60% 60% Gains-Math- 64% 39% 60% 59% 78%

40	12.5%(5)	87.5%(35)	92.5%(37)	55.0%(22)	142.5%(57)	100.0%(40)	37.5%(15)	0.0%(0)	125.0%(50)
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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A
Ollie Wheeler	Patricia Watson	Ms. Watson teaches mathematics. Mr. Wheeler is the Math Coach. He is able to assist Ms. Watson with effective instruction and planning in the subject area.	One-on-one support Weekly Professional Dialogue

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

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

Title I, Part C- Migrant

N/A

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

These funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- behavioral/mental counseling services
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials(K-12)

Title X- Homeless

This does not impact the students at Hibiscus Elementary at this time. However the following procedures are in place if and when needed:

- The Department of Student Services provides parents with services as needed through the Project Upstart Homeless Children and Youth in Transition.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The School counselor is the school based homeless coordinator and has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students, which incorporates Red Ribbon Week, field trips, and counseling.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team consists of the Principal, Assistant Principal, the Counselor, the General Education Teacher, the Reading Coach, the Social Worker, the School Psychologist, and the Speech and Language Teacher.

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

The Assistant Principal serves as the Liaison of the RtI process. She ensures that the team is implementing the RtI process with fidelity on a monthly basis, that intervention opportunities are provided to all the students and makes sure that appropriate professional development is provided for the team.

The Counselor serves as the liaison and facilitator for Student Services. She will facilitate the communication between the parents and the teachers. She will ensure that all student service related issues are documented and related services are being implemented and offered to the parents and students.

The General Education Teacher serves a vital role in ensuring that all Tier 1 instruction and interventions are being delivered. General Education Teachers will participate in data collection and collaborate with other staff to implement Tier 2 interventions. The general education teacher will monitor the progress of the students.

The Reading Coach serves as the expert in the area of Reading. She will assist the team in developing, analyzing and implementing effective reading strategies for the core curriculum and the intervention program. The Reading Coach will monitor the progress of the students. The Reading Coach will assist with the whole school screening process and provide early intervention strategies to teachers. The Social Worker will work closely with the counselor to ensure all social services are being provided to our families.

The Social Worker will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The Social Psychologist will participate in the collection, interpretation, and analysis of data. She will facilitate the development of intervention plans. The School Psychologist will provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

The Speech and Language Teacher will educate the team in the role language plays in curriculum, assessment, and instruction and will help to identify systemic patterns of student need with respect to language skills.

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

The RTI team will meet monthly to review the school wide screening and monthly benchmark assessments and link them to instructional decisions. A review of the progress monitoring data will indicate when and where adjustments are needed. Based on the data reviewed, the team will make decisions about professional development and resources needed to implement effective strategies. The team will also facilitate the process of building consensus, and making decisions about implementation.

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

The RtI Leadership Team met with the Educational Excellence School Advisory Council to assist in the development of the School Improvement Plan. The RtI Team has provided the EESAC with information on academic, social/emotional concerns to be addressed as a school at specific grade levels.

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

MTSS Implementation

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

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

- Adjust the delivery of curriculum and instruction to meet the specific needs of students.
- Adjust the allocation of school-based resources
- Drive decision regarding targeted professional development.
- Create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

- Fair Assessment
- Interim Assessments
- State/Local Math and Science Assessments
- FCAT
- Student Grades
- School site specific assessments
- STAR
- Student Case Management System
- Detentions
- Suspensions
- Utilize Edusoft
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Team Climate Surveys
- Referrals to special education programs.

Describe the plan to train staff on MTSS.

Professional development will be provided during common planning periods and at mutually agreed times throughout the school year, such as the Professional Development Teacher Work Days. The RtI team will evaluate if additional professional development is needed throughout the year. This will be done during the weekly RtI Leadership meetings.

The district professional development and support will include:

1. Training for administrators in the RtI problem solving and data analysis process.
2. Provide support for staff to understand basic RtI principles and procedures
3. Provide a network of ongoing support for RtI organized through the feeder patterns.

Describe the plan to support MTSS.

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

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 Literacy Team will develop and implement a school-wide literacy plan. It will provide direction and support to teachers to articulate literacy as a priority. The plan will prioritize literacy and funds will be allocated for literacy goals. It will also establish an expectation of high achievement for all students.

The Principal and Assistant Principal will promote a school culture where teachers learn and work together to pursue clearly articulated school based goals for literacy. The administrators will support literacy instruction through classroom visits focusing on evidence that it is taught across the curriculum.

The Reading Coach will provide modeling and coaching to teachers. The Coach will also facilitate learning opportunities within the school, while gathering, analyzing and interpreting school data.

The Grade Level Chairs will assist in gathering, analyzing and interpreting school data, while supporting teachers in implementing the literacy strategies. They will provide modeling and support to the teachers on their grade level. The Grade Level Chairs will organize and conduct professional learning communities (plc's) related to best practices and instructional strategies.

The Mathematics Coach will provide modeling and coaching to teachers. The Coach will also facilitate learning opportunities within the school, while gathering, analyzing and interpreting school data.

The Science Coach will provide modeling and coaching to teachers. The Coach will also facilitate learning opportunities within the school, while gathering, analyzing and interpreting school data.

The SPED Chairperson will provide model and support the classroom teachers regarding intervention strategies to support the students with disabilities (swd's). The SPED Chair will model and support the learning opportunities within the school, while gathering, analyzing and interpreting school data related to the SWD subgroup.

The ELL teacher will provide model and support the classroom teachers regarding ESOL strategies to support the English Language Learners (ELL) students. The ESOL teacher will model and support the learning opportunities within the school, while gathering, analyzing and interpreting school data related to the ELL subgroup.

The Counselor will provide support to the classroom teachers regarding all retainees and Tier I, Tier II, and Tier III students. The Counselor will provide counseling and support the learning opportunities within the school while gathering, analyzing and interpreting school data.

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

The Literacy Team will develop and implement a school-wide literacy plan. It will provide direction and support to teachers to articulate literacy as a priority. The plan will prioritize literacy and funds will be allocated for literacy goals. It will also establish an expectation of high achievement for all students.

The Principal and Assistant Principal will promote a school culture where teachers learn and work together to pursue clearly articulated school based goals for literacy. The administrators will support literacy instruction through classroom visits focusing on evidence that it is taught across the curriculum.

The Reading Coach will provide modeling and coaching to teachers. The Coach will also facilitate learning opportunities within the school, while gathering, analyzing and interpreting school data.

The Media Specialist will assist in gathering, analyzing and interpreting school data, while supporting teachers in implementing the literacy strategies. The Media Specialist will also celebrate student achievement by utilizing incentives in programs such as Accelerated Reader and STAR

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

Provide on-going professional development to enhance the quality of literacy instruction leading to improved student achievement throughout all grade levels. Examine and disseminate research in literacy to instructors and assist them with the implementation of instructional best practices in literacy through modeling lessons, coaching, and collaboration. Monitor and review the implementation of the initiatives. The LLT will ensure time is provided for professional development and grade level meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, and (2) two designated professional development days annually.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

Plans to assist pre- school children in transition from early childhood programs to local elementary school programs include the following:

1. Annual Open House for Kindergarten classes for parents to visit and ask questions about curriculum.
2. Pre -school students and parents are invited to an Orientation/Welcome meeting where Parent/Student Handbooks with appropriate information are distributed and parents can feel free to address any questions and concerns.
3. Pre- school teachers articulate with kindergarten teachers at the end of the school year to ease transition of enrolled students.
4. Invite local preschool teachers and students from neighboring Pre K programs to visit the kindergarten classrooms.
5. Incoming pre-Kindergarten SPED children are staffed from agencies such as Easter Seals, UCP, Debbie School, or through EARLY STEPs/Child find. They are staffed and enter as they become three years of age. There is an IEP transition meeting from the referring agency, where new families are welcomed, and paperwork is completed.
6. ROLE MODEL students are recruited from the community via flyers, other advertising and referrals.

At Hibiscus Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in

the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 9, 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

The following are strategies that will be used to meet our goals:

1. Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

*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:	Reading Goal #1a: The results of the 2012 FCAT 2.0 Reading assessment indicate that 28% (83) of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 4% points to 32% (94) achieving proficiency on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (83)	32% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One area of deficiency as noted on the 2012 FCAT 2.0 Reading test was Content Reporting Category 2: Reading Application. Students demonstrated difficulty in identifying Main Idea, Relevant Details, and Chronological Order in grade level text	Students will utilize grade-level appropriate texts that include an identifiable Main Idea, Relevant Details, and Chronological Order utilizing various graphic organizers, close analytic and text-coding strategies. Students will also use computer-based programs including Discovery Education, SuccessMaker, and FCAT Explorer	Literacy Leadership Team(LLT)	Using the FCIM model, SuccessMaker, and FCAT Explorer reports, the Literacy Leadership Team will conduct daily classroom walk-throughs and observations to ensure students are making adequate progress and teachers are redirecting instructional focus to include differentiated instructions with the integration of the (Plan, Do, Check, Act) to monitor students' academic progress.	Formative: SuccessMaker, FCAT Explorer reports, District Baseline and Interim Assessments, and monthly school benchmark assessments Summative: 2013 FCAT 2.0 Reading Test
2	Another area of deficiency as noted on the 2012 FCAT 2.0 Reading test is Informational Text/Research Process.	Students will read and interpret informational text such as newspaper articles, and other non-fictional material utilizing various graphic organizers, close analytic read and text-coding strategies. Students will use Students will spend 30 minutes daily using researched computer-based programs including Discovery Education, SuccessMaker, FCAT Explorer and Reading Plus Program.		Using the FCIM model, SuccessMaker reports, the Literacy Leadership Team will conduct daily classroom walk-throughs and observations to ensure students are making adequate progress and teachers are redirecting instructional focus to include differentiated instructions.	Formative: SuccessMaker reports, District Baseline and Interim Assessments, and monthly school benchmark assessments Summative: 2013 FCAT 2.0 Reading Test
3					

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

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

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	

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 20% (58) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 21% (62) of the students achieving proficiency on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (58)	21% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed decline and would require the students to improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category Content 2, Reading Application. The students demonstrated difficulty identifying the Main Idea in grade appropriate text.	Students will spend a minimum of 30 minutes daily utilizing the Reading Plus Program as well as complete enrichment Project-Based and Problem-Based activities in order to move students from guided learning towards more independent and authentic learning experiences.	Literacy Leadership Team (LLT)	Using FCIM Model, (Plan, Do, Check, Act) the Literacy Leadership Team will conduct daily classroom assessments and observations that will focus on the students' ability to successfully complete Project-Based and Problem-Based assignments as teachers acts as a facilitators guiding students to become independent learners. Rubrics will be developed to assess students' learning as well as progress monitoring by the teachers and administrative team.	Formative: Student work samples utilizing rubric, mini assessments. Summative: 2012 FCAT assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		The results of the 2012 FCAT 2.0 Reading Test indicate that 69 % (145) of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 74%(155) of the students achieving learning gains on the 2013 FCAT 2.0 Reading Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
69% (145)		74% (155)			
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	One area of deficiency as noted on the 2012 FCAT Reading test was Content Reporting Category 2: Reading Application. Students demonstrated difficulty in identifying Main Idea, Relevant Details, and Chronological Order in grade level text.	Students will utilize grade-level appropriate texts that include an identifiable Main Idea, Relevant Details, and Chronological Order utilizing various graphic organizers, close analytic read and text-coding strategies. Students will use researched computer-based programs including Discovery Education, SuccessMaker, and FCAT Explorer.	Literacy Leadership Team (LLT)	Using the FCIM model, SuccessMaker reports, FCAT Explorer reports the Literacy Leadership Team will conduct daily classroom walk-throughs and observations to ensure students are making adequate progress and teachers are redirecting instructional focus to include differentiated instructions and monitoring students' academic progress utilizing the instructional process Plan, Do, Check, Act continuous improvement teaching and learning cycle.	Formative: SuccessMaker reports, District Baseline and Interim Assessments, monthly school benchmark assessments and SuccessMaker and FCAT Explorer reports Summative: 2013 FCAT 2.0 Reading Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 70% (39) of students in the lowest 25% made reading gains. Our goal for the 2012-2013 school-year is to increase by 5 percentage points the number of students in the lowest 25% to 75% (42) of the students achieving learning gains on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (39)	75% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was Content Reporting Category 2, Reading Application which includes Main Idea, Chronological Order, Relevant Details, Author's Purpose, and Cause and Effect as well as Text Structures and / Organizational Patterns.	Identify the students in the lowest 25% in grades 3, 4 and 5 and implement intervention and SuccessMaker daily with a focus on benchmarks within the Reading Application category. Provide small group instruction to reinforce benchmarks utilizing graphic organizers and text coding strategies.	MTSS/RtI and Literacy Leadership Team	Following the FCIM model, the Literacy Leadership Team and teachers will review assessment data monthly and adjust instruction as needed to improve the teaching and learning cycle. Students' data will also be used to identify students' needs and redirect instructional focus and regroup students accordingly. The MTSS/RtI Team and Leadership Team will meet monthly to monitor students' academic progress and the effectiveness of program delivery from prescribed interventions.	Formative: Interim Assessments, monthly school benchmark assessments and SuccessMaker reports. Summative: 2013 FCAT 2.0 Reading Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 47% (129) of students in the Black subgroup achieved proficiency and 71% (13) of the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency by seven percentage points to 54% (149) of the Black subgroup and one percentage point to 72% (13) of the Hispanic subgroup achieving proficiency on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: n/a Black: 47% (129) Hispanic: 71% (13) Asian: n/a American Indian: n/a	White: n/a Black: 54% (149) Hispanic: 71% (13) Asian: n/a American Indian: 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	On the administration of the 2012 FCAT 2.0 Reading Test, the area of deficiency for the Black and Hispanic subgroups was Content Reporting Category 2, Reading Application/Main Idea	The intervention to address the deficiencies in main idea and author's purpose will include daily interventions, daily utilization of SuccessMaker as well as implementation of Discovery Education. Additional strategies to be implemented are Graphic Organizers, Semantic Maps, Word Webs, Read Aloud, Marginal Notes, Selective Highlighting Close Analytic Read and Text Coding strategies.	Literacy Leadership Team	Following the FCIM model, the Literacy Leadership Team will review assessment data monthly and complete daily classroom walk-throughs to ensure that teachers have adjusted instruction to redirect instructional focus and regroup students accordingly. The Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention.	Formative: Interim Assessments, weekly teacher generated assessments, and SuccessMaker reports. Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 50% (14) of students in the ELL subgroup achieved proficiency. Our goal is to increase proficiency by one percentage point to 51% (14) of the ELL subgroup achieving proficiency on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (14)			51% (14)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the administration of the 2012 FCAT 2.0 Reading Test, the area of deficiency for the ELL subgroup was Content Reporting Category 2, Reading Application/Main Idea	The intervention to address the deficiencies in main idea and author's purpose will include daily interventions, daily utilization of SuccessMaker as well as implementation of Discovery Education. Additional strategies to be implemented are Graphic Organizers, Semantic Maps, Word Webs, Read Aloud, Marginal Notes, Selective Highlighting, Text Coding ELL strategies.	Leadership Team	Following the FCIM model, the Literacy Leadership Team will review assessment data monthly and complete daily classroom walk-throughs to ensure that teachers have adjusted instruction to redirect instructional focus and regroup students accordingly. The Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention.	Formative: Interim Assessments, weekly teacher generated assessments, and SuccessMaker reports. Summative: 2013 FCAT 2.0 Reading Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test reported learning gains for the SWD students, proficiency on the 2013 FCAT 2.0 was not shown. Our goal is for 28% (5) of the SWD students to achieve proficiency on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	28% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the administration of the 2012 FCAT Reading Test, the area of deficiency for the SWD subgroup was Content Reporting Category 2, Reading Application/Main Idea, Chronological Order, Relevant Details, Author's Purpose and Cause and Effect as well as Text Structures/ Organization Patterns.	The intervention to address the deficiencies in main idea and author's purpose will include daily interventions, daily utilization of SuccessMaker as well as implementation of Discovery Education. Additional strategies to be implemented are Graphic Organizers, Semantic Maps, Word Webs, Read Aloud, Marginal Notes, Selective Highlighting Close Analytic Read and Text Coding strategies.	Literacy Leadership Team	Following the FCIM model, the Literacy Leadership Team will review assessment data monthly and complete daily classroom walk-throughs to ensure that teachers have adjusted instruction to redirect instructional focus and regroup students accordingly to the academic progress on their Individualized Educational Plan (IEP). The Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention.	Formative: Interim Assessments, weekly teacher generated assessments, SuccessMaker and i-Ready reports. Summative: 2013 FCAT 2.0 Reading Test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 48% (126) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 54% (145) achieving proficiency on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (126)	55% (145)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the administration of the 2012 FCAT Reading Test, the area of deficiency for the Economically Disadvantaged subgroup was Content Reporting Category 2, Reading Application /Main Idea, Chronological Order, Relevant Details, Author's Purpose and Cause and Effect as well as Text Structures/ Organization Patterns.	The intervention to address the deficiencies in main idea and author's purpose will include daily interventions, daily utilization of SuccessMaker as well as implementation of Discovery Education. Additional strategies to be implemented are Graphic Organizers, Semantic Maps, Word Webs, Read Alouds, Selective Highlighting, Close Analytic Read and Text Coding Strategies.	Literacy Leadership Team and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. Bi-weekly data will be reviewed and used to redirect instructional focus and regroup students accordingly. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Interim Assessments, weekly teacher generated assessments, and computer assisted reports from SuccessMaker. Summative: 2013 FCAT 2.0 Reading Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker Close Analytic Read and Text Coding Reading Strategies Reading Plus Discovery Learning	Grades 2-5 Grades K-5 Grades K-5	Reading Coach District Support Staff	Grades K-5	September 5, 2012 November 6, 2012 September 17, 2012 October 17, 2012	Data Chats on SuccessMaker Results Monitoring Classroom instruction, walk-Throughs, Monitoring of reports and Class Walk-Throughs	Administration and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide small group instruction to reinforce benchmarks utilizing graphic organizers.	Scholastic – Sprint and Action Intervention Programs	Title I	\$16,000.00
In-school daily interventions	Florida Ready	Title I	\$3,100.00
			Subtotal: \$19,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$19,100.00

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 administration indicate that 55% (40) of the students scored proficient on the Listening and Speaking Subtest. Our goal for the 2012-2013 school year is to increase the number of ELL students scoring proficient on the 2013 CELLA Administration by 1 percentage points 56 % (41).			
2012 Current Percent of Students Proficient in listening/speaking:					
55% (40)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 CELLA indicated that 45% of the students were not proficient on the Listening and Speaking Subtest.	Implement the Comprehensive Core Reading Programs (CCRP) and differentiated instruction that focus on the needs of the ELL	Classroom Teachers Leadership Team MTSS/RtI Team	MTSS/RtI Team will meet each marking period to review students' data results and monitor the effectiveness of ESOL strategies and adjust	SuccessMaker Discovery Education Monthly Benchmark Assessments Interim

1	students using text at the students' instructional level. Modeling teacher lead groups, cooperative learning, and providing multi-meaningful language for the students.	instruction as needed.	Assessments Summative: 2013 CELLA Administration
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA administration indicate that 40% (29) of the students scored proficient on the Reading Subtest. Our goal for the 2012-2013 school year is to increase the number of ELL students scoring proficient on the 2013 CELLA Administration on the Reading Subtest by 5 percentage points 41 % (22).
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2012 Current Percent of Students Proficient in reading:

40% (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	The area of deficiency as noted on the 2012 CELLA indicated that 60% of the students were not proficient on the Reading Subtest.	Implement the use of graphic organizers, storytelling, word webs, semantic and cooperative learning and small group instruction based on the needs of the students.	Classroom Teachers Leadership Team MTSS/RtI Team	MTSS/RtI Team will meet each marking period to review students' data results and monitor the effectiveness of ESOL strategies and adjust instruction as needed.	SuccessMaker Discovery Education Monthly Benchmark Assessments Interim Assessments Summative: 2013 CELLA Administration

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 administration indicate that 29% achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase the number of ELL students scoring proficiency by 1 percentage points 30% (22)
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2012 Current Percent of Students Proficient in writing:

29% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency	Implement the use of	Classroom	MTSS/RtI Team will	SuccessMaker

1	as noted on the 2012 CELLA indicated that 71% of the students were not proficient on the Writing Subtest	visualization and guided imagery, storytelling, graphic organizers and modeling written communication	Teachers Leadership Team MTSS/RtI Team	meet each marking period to review students' data results and monitor the effectiveness of ESOL strategies and adjust instruction as needed.	Discovery Education Monthly Benchmark Assessments Interim Assessments Summative: 2013 CELLA Administration
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of 2012 FCAT 2.0 Mathematics Assessment indicate that 31% (92) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 proficiency by 6 percentage points to 37% (109) of the students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (92)	37% (109)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Content 3 Geometry and Measurement.	Utilize hands-on manipulative to assist the students understanding and mastering geometry and measurement skills.	Grade Level Chairpersons and Administration	Following the FCIM model, analyze District Interim Assessment, teacher-made tests, using various assessment tools such as the Go-Math (core Math) series and TestMaker. Adjust instruction as needed.	Formative: District interim data reports; Student authentic work. Summative: Results from 2012 FCAT Mathematics Assessment
2	According to the results on 2012 Math FCAT 2.0 the area deficiency for Grade 3 was reporting Category 1 Number: Fractions and for Grades 4-5 was reporting category 3 Geometry and Measurement.	Provide contexts for mathematical exploration through differentiated instruction and the development of student understanding of fractions, geometry and measurement through the use of manipulatives and engaging opportunities for practice.	Leadership team MTSS/RtI team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments.	Formative: District interim data reports; student work samples, monthly benchmark assessments. Summative: Results from 2013 FCAT Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 18% (54) of students achieved proficiency (level 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage point to 21% (62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (54)	21% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 Number: Fraction for 3rd grade and Reporting Category 3 Geometry and Measurement for grades 4 and 5	Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and content-related literature. Provide students with enrichment opportunities to develop exploration and inquiry activities in order to maintain or increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply learning to solve real-life problems in the area of Geometry and Measurement	Leadership Team MTSS/RTI team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations and review ongoing classroom assignments and assessments that target application of the skills taught focusing on students' mastery of skills bi-weekly and adjust instruction as needed	Formative: Student authentic work; Monthly assessments. Summative: Results from the 2013 FCAT Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 mathematics Test 51% (107) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 61% (128).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (107)	61% (128)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 Number: Fraction for 3rd grade and Reporting Category 3 Geometry and Measurement for grades 4 and 5	Provide real world contexts for mathematical exploration and the development of student understanding of mathematical concepts. Increase the use of manipulatives and engaging opportunities. Provide appropriate interventions, and remediation through the use of SuccessMaker. Select rich, real world problems, aligned to geometric concepts.	Leadership team/MTSS team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments.	Formative: Student authentic work; Monthly assessments. Computer assisted reports: SuccessMaker Summative: Results from the 2013 FCAT 2.0 Mathematics

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 mathematics Test 64% (38) students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 69% (41).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (38)	69% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 Number: Fraction for 3rd grade and Reporting Category 3 Geometry and Measurement for grades 4 and 5.	Provide concrete real world examples by infusing literacy into the mathematics instructional block. Additionally, student math journals will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications in the area of Measurement. SuccessMaker will be used 15 minutes daily as an intervention to increase learning gains.	Leadership team/MTSS team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments	Formative: Student authentic work; Monthly assessments. Computer assisted reports: SuccessMaker Summative: Results from the 2013 FCAT 2.0 Mathematics Assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	72	76	

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:	Results on the 2012 FCAT 2.0 Mathematics Test indicate that 50% (138) of Black students achieved proficiency and 47% (8) of Hispanic students achieved proficiency. Our goal for the 2012-2013 FCAT 2.0 Mathematics Test is to increase the percentage of Black students scoring proficient by 8 percentage points to 58% (160) and Hispanics by 18 percentage points to 65% (12) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 50% (138) Hispanic: 47% (8) Asian: NA American Indian: NA	White: NA Black: 58% (160) Hispanic: 65 (12) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results on 2012 Math FCAT 2.0 the area deficiency for Grade 3 was reporting Category 1 Number: Fractions and for Grades 4-5 was reporting category 3 Geometry and Measurement.	Provide contexts for mathematical exploration through differentiated instruction and the development of student understanding of fractions, geometry and measurement through the use of manipulatives and engaging opportunities for practice.	Leadership team MTSS/RtI team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments.	Formative: District interim data reports; student work samples, monthly benchmark assessments. Summative: Results from 2013 FCAT Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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	According to the results on 2012 Math FCAT 2.0 the area deficiency for Grade 3 was reporting Category 1 Number: Fractions and for Grades 4-5 was reporting category 3 Geometry and Measurement.	Provide contexts for mathematical exploration through differentiated instruction and the development of student understanding of fractions, geometry and measurement through the use of manipulatives and engaging opportunities for practice. SuccessMaker will be used 15 minutes daily as an intervention to increase learning gains.	Leadership team MTSS/RtI team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments.	Formative: District interim data reports; student work samples, monthly benchmark assessments. Computer assisted reports: SuccessMaker Summative: Results from 2013 FCAT Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2012 FCAT 2.0 mathematics Test 19% (3) Students with Disabilities (SWD) achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students proficient by 9 percentage point to 28% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:

19% (3)			28% (5)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results on 2012 Math FCAT 2.0 the area deficiency for Grade 3 was reporting Category 1 Number: Fractions and for Grades 4-5 was reporting category 3 Geometry and Measurement.	Provide contexts for mathematical exploration through differentiated instruction and the development of student understanding of fractions, geometry and measurement through the use of manipulatives and engaging opportunities for practice. Students will use technology to provide additional practice for intervention and enrichment: SuccessMaker and iReady	Leadership team MTSS/RtI team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments.	Formative: District interim data reports; student work samples, monthly benchmark assessments. Computer Assisted Reports: SuccessMaker iReady Summative: Results from 2013 FCAT Mathematics Assessment

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Mathematics Test indicate that 51% (134) Economically Disadvantage students achieved proficiency. Our goal for the 2012-2013 FCAT 2.0 Mathematics Test is to increase the percentage of Economically Disadvantage students scoring proficient by 8 percentage points to 59% (155).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (134)	59% (155)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2 Number: Fraction for 3rd grade and Reporting Category 3 Geometry and Measurement for grades 4 and 5	Provide real world contexts for mathematical exploration and the development of student understanding of mathematical concepts. Increase the use of manipulatives and engaging opportunities. Provide appropriate interventions, and remediation through the use of SuccessMaker. Select rich, real world problems, aligned to geometric concepts.	Leadership team/MTSS team	Through FCIM model the leadership team will monitor ongoing classroom assessments/observations focusing on students' mastery of skills bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendation based on needs assessments.	Formative: Student authentic work; Monthly assessments. Computer assisted reports: SuccessMaker Summative: Results from the 2013 FCAT 2.0 Mathematics

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker Four Square Model	Grades 2-5	Emily Bruce Mathematics Coach Grade Level Chair	Mathematics Teachers K-5	August 31, 2012 September 2012	Intervention of Tier II and Tier III Mathematics Journal and students' work	Leadership Team

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	On the 2012 administration of the FCAT 2.0 Science Test 26% (25) of the students achieved proficiency (FCAT level 3). The expected level of performance for 2013 FCAT 2.0 Science Test is 31% (30) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (25)	30 % (30)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency on the 2012 administration of the FCAT 2.0 Science Test were Earth Space (56%) and Physical Science (56).	Provide hands-on activities that are inquiry based by incorporating Discovery Education and Gizmos for reinforcement in Earth Space and Physical Science.	Science Coach Administrators	The Science Coach and administrators will review the results of school-site assessment data, Discovery Education and Gizmos reports monthly and quarterly to monitor student progress and conduct student/teacher data chats. Administrators will review student lab journals during their daily Class Walk-Throughs to assess proficiency in desired area of curriculum	Formative: School-site: monthly and quarterly assessments, Students' Journals, Gizmos and Discovery Education reports Summative: 2013 FCAT 2.0 Science Test
2	Students in grade 5 have consistently scored below 60% on the FCAT 2.0 Science. One of the major area of concern is the understanding of the Scientific Method	Using a school-wide approach, students in grades K – 4 will engage in hands-on activities weekly to ensure that the Science Curriculum is being emphasized in all grades to assist in eliminating learning gaps in Science.	Science Coach Administrators	The Science Coach and administrators will review the results of school-site assessment data, Discovery Education and Gizmos reports monthly and quarterly to monitor student progress and conduct student/teacher data chats. During daily Class Walk-Throughs, administrators will review student lab journals to assess proficiency in desired area of curriculum.	Formative: School-site: monthly assessments, Students' Journals, Gizmos and Discovery Education reports Summative: 2013 FCAT 2.0 Science Test

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	On the 2012 administration of the FCAT 2.0 Science Test 3% (3) of the students scored above proficiency (FCAT level 4 and 5). The expected level of performance for 2013 FCAT 2.0 Science Test is 5% (5) above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (3)	5% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency on the 2012 administration of the FCAT 2.0 Science Test were Earth and Space (56%) and Physical Science (56%). Students scoring levels 4 or above, need additional support to develop independent projects.	Teachers will actively encourage students create independent projects focusing on Earth and Space and Physical Science.	Administrators Science Coach	Administrators will monitor the implementation of project- based inquires via Daily Class Walk-Throughs and review of monthly and quarterly assessments. Teachers and students will have an opportunity to discuss data during data chats. Student portfolios will also be reviewed during Class Walk-Throughs to assess proficiency in desired areas.	Formative: Monthly/ Quarterly Assessments. Summative: 2013 FCAT2.0 Science Test

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

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

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
P-SELL Developing Science Projects	5th Grade	University of Miami Science Coach	5th Grade Teachers	September 18, 2012 October 10, 2012	University of Miami random observations/ Grade level meetings with Administration	Administration Science Coach
Discovery Education Gizmos	Grades 3-5	Leadership Team	3rd through 5th Grade Teachers	October 3, 2012 September 25, 2012	Participation in Science Fair Evaluation of reports	

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Experiment and Labs	Stop watches, battery operated motors and thermometers	02 Discretionary	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

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:	On the 2012 FCAT Writing Test 53% (60) of the students scored 3 and above. The writing goal for the 2012 – 2013 FCAT Writing Test is to increase the percentage of students scoring 4 and above by 4 percentage points to 57% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:

53% (60)			57% (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	The area of deficiency noted on the 2012 administration of the FCAT writing test was in conventions	Implement the Four Square Writing Method. Students will utilize graphic organizers, semantic maps, word webs, mind mapping and writing rubric. The students will utilize storytelling strategies to identify conventions, sentence fluency, word choice	Leadership Team Reading Coach	Incorporate Holistic Writing Rubric for writing to guide, instruct, analyze and evaluate students' written assignments. Holistic Rubric will be used to help students stay focused on topic, enhance ideas and strengthen organizational structure and ensure that their words and phrases flow together to create a polished piece.	Monthly Writing Prompts using writing rubric Grammar Assessment Spelling/Vocabulary Assessments Writing Portfolios District Writing Assessment 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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
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
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Four Square Training	Grades K-5	Reading Coach Grade Level Chairs	Teachers Grades K-5	September 2012	Monthly each grade level will demonstrate mastery of the four square method by presenting among cohorts	Reading Coach Leadership Team
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4 Square Writing	Textbook and Workbook	School-based	\$700.00
WRITE Score	Professional scoring of student essays (October and January)	02 Discretionary Account	\$600.00
			Subtotal: \$1,300.00
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
Four Square	Four Square Textbook and Workbook		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,300.00

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:	The attendance for 2012 was 95.87%. The goal is to improve daily attendance rate to 96.37%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.87% (615)	96.37% (619)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
179	170
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
149	142

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	Many of the students suffer from childhood chronic ailments, i.e., asthma, colds, head ache, and other related illness and these ailments cause the students to miss school.	Provide follow-up contact with parent to ensure that the student brings in the required documentation as well as refer the parent to appropriate resources. Provide monthly incentives for student with perfect attendance for each grading period	Administrators	Administrators will monitor the Daily Attendance Bulletin and take appropriate actions to include, parent contact, referral to Community Involvement Specialist for a home visit and/or to social worker or agencies to provide needed resources.	Formative: Daily Attendance Bulletin Quarterly District Cognos Reports Summative: End-of-the-year District Attendance report
2	Parents and students are not familiar with the district attendance policy.	Recognize students with perfect attendance and on-time arrivals during the morning announcements	Assistant Principal Media Specialist Attendance Manager	Tardy Reports Attendance reports	Tardy Reports Attendance reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide monthly incentives for student with perfect attendance for each grading period.	Incentives	02 Discretionary	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

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:		According to the 2012 Suspension Report, 34 students receive out-door suspension. The goal is to reduce out-door suspension to 31 students in 2013			
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			
34		31			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
23		21			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some of our students are at-risk with their behavior and lack the necessary skills to engage in conflict resolution prior to their actions.	The Counselor will conduct Orientations to discuss the appropriate behavior before, during and after school. Using small group meetings, the Counselor will train a group of students to serve as peer mediators as well as conduct classroom presentations. Provide monthly incentives for students who are demonstrating appropriate behavior.	Administrators	Administrators will monitor quarterly, student referrals and other related resources i.e., Bullying Box to reduce suspensions and provide feedback to all stakeholders, i.e., parents, students and teachers.	Quarterly District Report on Suspension via Cognos

		Use "SPOT Success" and "Do The Right Thing" to honor students		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide monthly incentives for students who are demonstrating appropriate behavior. Use "SPOT Success" and "Do The Right Thing" to honor students	Incentives	02 Discretionary	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A Title I - see PIP				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.				

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
The Leadership Team will conduct a Homework Assistance Workshop and Reading Under the Stars Night to provide parents with resources and tips to help their child in school.	Handouts/Books/Pamphlets	Title I	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			The STEM goal for 2013 is to increase the number of student entries inot the school-site Science Fair.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 5 will demonstrate knowledge of the Scientific Process by submitting and participating in a school-wide Science Fair.	Using the Scientific Method as a guide, students will engage in the process of completing a Science Project that will be entered into the school's Science Fair.	Science Coach Administrator	The Science Coach and administrators will review the results of the school-site as well as reports from Discover Education and Gizmos to monitor student progress and conduct data chats.	Formative School-wide Monthly Interim Assessments Student Floders Summative: Results from the 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
Science Fair Guidelines	5th Grade	Science Coach	K-5 Teachers	January 23, 2013	Class Walk-Throughs Science Fair Projects	Science Coach and Administrators

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide small group instruction to reinforce benchmarks utilizing graphic organizers.	Scholastic – Sprint and Action Intervention Programs	Title I	\$16,000.00
Reading	In-school daily interventions	Florida Ready	Title I	\$3,100.00
Science	Experiment and Labs	Stop watches, battery operated motors and thermometers	02 Discretionary	\$2,000.00
Writing	4 Square Writing	Textbook and Workbook	School-based	\$700.00
Writing	WRITE Score	Professional scoring of student essays (October and January)	02 Discretionary Account	\$600.00
Attendance	Provide monthly incentives for student with perfect attendance for each grading period.	Incentives	02 Discretionary	\$1,200.00
Suspension	Provide monthly incentives for students who are demonstrating appropriate behavior. Use "SPOT Success" and "Do The Right Thing" to honor students	Incentives	02 Discretionary	\$1,200.00
Parent Involvement	The Leadership Team will conduct a Homework Assistance Workshop and Reading Under the Stars Night to provide parents with resources and tips to help their child in school.	Handouts/Books/Pamphlets	Title I	\$2,000.00
				Subtotal: \$26,800.00
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
Writing	Four Square	Four Square Textbook and Workbook		\$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: \$26,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The Council has determined that the SAC funds will be used to motivate and support student achievement. The SAC membership has agreed that SAC funds will be used school-wide to purchase incentives for students achieving SuccessMaker goals, Student of the Month recognition and to purchase of End-of-the-Year certificates and awards for student achievement as well as enhance technology throughout the school.	\$2,600.00

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

The School Advisory Council (SAC) has been actively involved in developing the 2012-2013 School Improvement Plan (SIP). The Council has played an important role in the final decision related to the implementation of the SIP. The SAC membership assists in the preparation and evaluation of the SIP and the school's annual budget. During the SAC meetings (minimum of 6 per school year) all stakeholders provide input and evaluation of the SIP. The Council will provide assistance to the school by allocating funds to enhance classroom technology and purchase incentives to motivate and support student achievement. Specifically, the SAC members have allocated funds to purchase incentives for students achieving SuccessMaker goals, Student of the Month recognition and to purchase of End-of-the-Year certificates and awards for student achievement.

The Council will meet to discuss the services already in place as well as seek services from outside agencies that will help support the SIP. Additionally, the Council will discuss existing policies, programs and procedures that address school safety and the discipline plan implemented by the administration and faculty. The SAC members will actively seek and recruit additional community and business leaders to become members of the Council. The Council will also look at ways to raise additional funds to promote the academic programs and celebrate student achievement at Hibiscus Elementary.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District HIBISCUS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	67%	85%	31%	248	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%	60%			121	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?	63% (YES)	39% (NO)			102	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					471	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District HIBISCUS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	65%	88%	44%	257	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	63%	62%			125	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?	50% (YES)	60% (YES)			110	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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested