

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TROPICAL ELEMENTARY SCHOOL

District Name: Dade

Principal: Yubeda Miah

SAC Chair: John Forbes

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

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	Yubedah Miah	BS – Elementary Education, FIU; MS – Educational Leadership, Barry University	6	11	'12'11 '10 '09 '08 School Grade A A A A A High Standards Rdgs. 67 86 78 72 74 High Standards Math 59 79 80 72 70 Lrng Gains Rdg. 81 69 69 72 67 Lrng Gains Math 73 53 65 62 70 Gains-Rdg 25% 85 65 70 63 65 Gains-Math 25% 81 68 61 67 80 AMO Rdg 62 AMO Math 54
Assis Principal	Zusel Aguiar	Educational Leadership – Nova University Professional Educator's : Early Childhood Ed (Pre/K); Elementary Education (1-6) SUNY (State University of New York)	6	4	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdgs. 67 86 78 72 74 High Standards Math 59 79 80 72 70 Lrng Gains Rdg. 81 69 69 72 67 Lrng Gains Math 73 53 65 62 70 Gains-Rdg 25% 85 65 70 63 65 Gains-Math 25% 81 68 61 67 80 AMO Rdg 62 AMO Math 54

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with principal (monthly)	Principal	On-going	
2	Regular meetings with grade level teams	Principal	On-going	
3	Partnering new teachers with veteran staff	Assistant Principal	August 2012	
4	Hosting orientations for field experience students and future intern students	Assistant Principal	August 2012 and January 2013	
5				
6				
7				
8				
9				

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Teacher will update HOUSSE survey to reflect areas of certification/endorsement.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	6.7%(3)	2.2%(1)	35.6%(16)	55.6%(25)	37.8%(17)	68.9%(31)	4.4%(2)	2.2%(1)	71.1%(32)

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
Tatiana Palma	Carmen Diaz	Teacher for the Visually Impaired	Planning, Collaborating Activities, Field Trips, Garden Project

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

Tropical Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). Summer school will be offered to those students whom are eligible based on the district's criteria. Title II and Title III district programs will be coordinated and we will offer staff development as needed. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school. Other components that will be integrated include; our Reading Club, Mc Donald's Reading Challenge, Math Bowl, Spelling Bee, Parental Activity Nights (calendar will be developed) which will include Muffins with Mom, Donuts with Dad, Reading Under The Stars, and other special events. Another component that will be offered is through Supplemental Educational Services; other special support services to special needs populations such as homeless, migrant, neglected, and delinquent students will be offered as needed.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Tropical Elementary will use supplemental funding provided by the district to continue improving basic education by:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL)

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Tropical will receive funding from Supplemental Educational Services to reduce the percentage of students scoring at levels 1 and 2.

Violence Prevention Programs

Anti-bullying strategies will be implemented and monitored by the school's counselor to address violence prevention.

Nutrition Programs

Tropical Elementary will follow the Healthy Food and Beverage Guidelines provided by MDCPS' Wellness Policy. We will continue to implement curriculum (physical education) to address health concerns for students.

Housing Programs

N/A

Head Start

Tropical Elementary will continue to have a Head Start program for the 2012-2013 school year.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, Reading Coach, SPED Program Specialist, School Psychologist, Student Services Personnel (counselor), Select General Education Teacher, Select ESE Teacher

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?

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

Assistant Principal: Develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Monitors implementation of curriculum and assists teaching staff with modifying instruction as appropriate based on data. Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and assistance to teachers regarding data-based instructional planning; supports the implementation of the school intervention plans.

SPED Program Specialist: Monitors the implementation of IEPs for exceptional educational students. Coordinates meetings with general education and special education teachers with staffing specialists, school psychologist, and parents to ensure proper develop of goals and objectives.

School Psychologist: Participates in collection interpretation, and analysis of data; conducts assessments of students identified for specific testing; provides support for intervention fidelity and documentation; participates in staffing of students for initial placement in an exceptional education program.

Student Services Personnel (Counselor): Provides quality services and expertise on issues from program design to assessment and intervention with individual students. Meets with students identified by teachers and/or administrators for small group counseling. Provides parents with information regarding services offered at the school site, district, or outside agencies.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction; participates in student data collection, collaborates with other staff members to implement intervention strategies to at risk students.

Exceptional Education Teachers (ESE): Participates in student data collection, integrates core instructional activities/materials into intervention instruction, and collaborates with general education teachers through such activities as co-teaching and implement inclusion practices.

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

The MTSS/RTI Leadership Team at Tropical Elementary met with the ESSAC and Principal to develop the SIP. The team provided information and data regarding the needs of the lowest 25%, as well as students not performing at grade level. The Leadership team will monitor the fidelity of the delivery of instruction and 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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Baselines in Reading, Mathematics, Science, Fall Interims in Reading Mathematics, Science, and Florida Comprehensive Assessment Test (FCAT), VPK Standard Assessment.
Mid-year: Florida Assessments for Instruction in Reading (FAIR), Winter Interims in Reading, Mathematics, and Science
End-of-year: FAIR, FCAT, VPK Standard Assessment.
Frequency of DATA Days: Once a month per data analysis

Describe the plan to train staff on MTSS.

Training for administrators in the MTSS/RTI problem solving at Tiers 1, 2, and 3 (SST) by district. Professional Development will be provided during common teacher planning times and small sessions will occur throughout the year.

Describe the plan to support MTSS.

The MTSS Leadership Team at Tropical Elementary will monitor and adjust the school's academic and behavior goals through data gathering and data analysis. The MTSS team will evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings. The Leadership team will monitor the fidelity of the delivery of instruction and intervention. It will provide levels of support and interventions based on student data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Principal: Yubeda Miah, Assistant Principal: Zusel Aguiar, Mathematics Liaison: Leslie Ramos, Science Liaison: Mirtha Pineda, Writing Liaison: Myrlins Borrero-Castillo, and Media Specialist: Linda Joerg

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

Literacy leadership Team and members of the staff is an agent of change. The goal of the School Literacy Leadership Team is to provide support through the development and monitoring of the school reading program. At monthly meeting they will identify the priorities for professional learning related to literacy and build school capacity by facilitating those experiences. This shared leadership leads to more effective planning, decision-making and implementation

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

The initiative of the LLT this year will be to promote literacy awareness between the school community and parents. The LLT will focus on instruction and developing strategies to assist students in meeting high standards.

Public School Choice

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

A child is eligible for the prekindergarten program until he/she is five years of age on or before September 1st of the school year. Prekindergarten children who will be five years old on or before September 1st of the next school year will be promoted to kindergarten in June. Various activities will occur beginning each November to assist prekindergarten children and their families in making a smooth transition to kindergarten.

During the transition process for the prekindergarten child with disabilities, the teachers will assist parents in reviewing their child's current functioning levels. All Classroom assessments must be up-to-date to facilitate the smooth transition of the prekindergarten child into a kindergarten or primary special education class.

For those children requiring a reevaluation, a Reevaluation Team (RT) will be scheduled by the Pre-K Staffing Specialist and/or the School Psychologist. It is the teacher's/school's responsibility to invite the parents to the RT Conference. The Pre-K SWD teacher is required to bring information regarding the student's current developmental, social, language and literacy skills, as well as a copy of the current IEP. At the RT Conference, the parents will be asked to sign The Informed Notice and Consent for Reevaluation. A child cannot be reevaluated until the consent is signed. Exit staffing are to begin in March in order to provide an appropriate timeline for transfers and transportation changes to the receiving school.

A "Transition to Kindergarten" workshop will be provided for all parents of transitioning pre-kindergarten students (Voluntary Prekindergarten Program and Program for Children with Disabilities) in late April /early May. The transition process will be discussed, as well as the kindergarten curriculum, expectations for kindergarten and home learning.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (43)	30% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. As noted in the 2012 FCAT Reading results, students show deficiency in Category 2 Reading Application	1A.1. Develop an Instructional Focus Calendar for Reading with a focus on Reading Application. Utilize grade level appropriate texts that include identifiable author's purpose for writing including informing, telling a story, conveying a mood, entertaining, and or explaining. Lesson Plans will reflect the implementation of best practices such as graphic organizers, note taking and mapping.	1A.1. Administration Literacy Leadership Team (LLT)	1A.1. Teachers will monitor student progress and adjust instruction as needed based on data gathered from formative assessments	1A.1. Formative: Ongoing Classroom Assessments District Baseline Interim Assessments, and SuccessMaker reports are used. Summative results from the 2013 FCAT 2.0 Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment Reading Test indicate that 36% of students achieved Levels 4-6 proficiency. Our goal for the 2012-2013 school year is to increase Level 4-6 student proficiency by 5 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4)	41% (5)

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	1B.1. As noted by 2012 Florida Alternate Assessment students require multiple reads of a selection prior to responding to a comprehension questions	1B.1. Utilize Read Alouds, auditory tapes, and text readers; provide print with visuals and or symbols.	1B.1. Administration Literacy Leadership Team (LLT) Program Specialist	1B.1. Lesson plans will reflect strategies	1B.1. Formative: Ongoing Classroom Assessments Summative results from the 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011 FCAT 2.0 Reading Test indicate that 36% 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 points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (55)	37% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted in the 2012 FCAT Reading results shows deficiency in the Reporting Category 4 Informational Text/Research Process.	2A.1. Use real-world documents such as, how-to articles, brochures, fliers and websites use text features to practice locating, verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	2A.1. Administration Literacy Leadership Team (LLT)	2A.1. Teachers will monitor student progress and adjust instruction as needed based on data gathered from formative assessments	2A.1. Formative: District Baseline District Interims SuccessMaker Reports Reading Plus Reports Summative: Results from 2013 FCAT 2.0 Reading Assessment
2					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment Reading Test indicate that 18% of students achieved Levels 7-9 proficiency. Our goal for the 2012-2013 school year is to increase Level 7-9 student proficiency by 3 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2)	21% (2)

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	2B.1. As noted by the 2012 Florida Alternate Assessment Students require exposure to vocabulary.	2B.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	2B.1. Administration Literacy Leadership Team (LLT) Program Specialist	2B.1. Teachers will monitor student progress and adjust instruction as needed based on data gathered from formative assessments	Formative: Ongoing Classroom Assessments Summative results from the 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011 FCAT Reading Test indicate that 69% of students made learning gain. Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (88)	74% (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	3A.1. As noted in the 2012 FCAT Reading results deficiency in the Reporting Category 2 Reading Application	3A.1. Implement best practices such as identifying causal relationships imbedded in text, identifying of text structures, such as cause/effect, compare/contrast, and chronological orders. Utilize site-based programs such as Reading Plus and SuccessMaker.	3A.1. Administration Literacy Leadership Team (LLT)	3A.1. Teachers will collect and analyze data from web-based programs monthly to ensure student progress	3A.1. Formative: District Baseline District Interims FAIR SuccessMaker Reports Reading Plus Reports Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	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 85% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% subgroup by 5 percentage points to 90%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (N<30))	90% (N<30))

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. As noted in the 2011 FCAT Reading results deficiency in the Reporting Category 2 Reading Application	4.1. Analyze a variety of text structures (comparison/contrast, cause/effect) through the use of graphic organizers and note taking.	4.1. Rtl Leadership Team	4.1. Review bi-weekly assessments to ensure progress is being made and adjust intervention as needed	4.1. Formative: District Baseline District Interims FAIR SuccessMaker Reports Reading Plus Reports Summative: Results from 2012 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The results of the 2010-2011 Baseline data indicate that 59% of students achieved proficiency level in Reading. Our goal is to increase an annual increment of 3.42% for					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	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 reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading 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	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5E. Economically Disadvantaged students not making	
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satisfactory progress in reading. Reading Goal #5E:	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
2					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Best Practices	PreK-5	Reading Liaison	PreK-5th Grade Teachers	October 2012 Wednesday 2:00-3:00PM 6 weeks	Each grade level will discuss their best practices	Administration and Reading Liaison

Reading Budget:

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

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 result of the 2012 CELLA Test indicates that 21% of students scored proficient in Listening/Speaking Our 2012-2013 goal is to increase to 22%			
2012 Current Percent of Students Proficient in listening/speaking:					
21% (38)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Difficulties expressing verbally the English language	1.1. Provide opportunities in the classroom for the use of audio books, role play, and modeling	1.1. Administration Literacy Leadership Team (LLT)	1.1. Administration will check lesson plans weekly during classroom walk-throughs	1.1. Formative: Ongoing Classroom Assessments District Baseline Interim Assessments, Summative: Results from the 2013 CELLA Assessment.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:		The result of the 2012 CELLA Test indicates that 29% of students scored proficient in Reading Our 2012-2013 goal is to increase to 30%			
2012 Current Percent of Students Proficient in reading:					
29% (54)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Comprehensive understanding of the language	2.1. Use of an interactive word wall, Think Alouds, and the Use of illustrations and diagrams	2.1. Administration Literacy Leadership Team (LLT)	2.1. Teachers will provide feedback bi-weekly during grade level meetings	2.1. Formative: Ongoing Classroom Assessments District Baseline Interim Assessments,

					Summative: Results from the 2013 CELLA Assessment
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Test indicates that 30% of students scored proficient in Listening/Speaking Our 2012-2013 goal is to increase to 31%
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2012 Current Percent of Students Proficient in writing:

301%
(56)

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	3.1. Difficulties writing the English language	3.1. Use of vocabulary maps and graphic organizers	3.1. Administration Literacy Leadership Team (LLT)	3.1. Administration will check lesson plans weekly during classroom walk-throughs	2.1. Formative: Ongoing Classroom 3.1. 3.1. Formative: District Baseline Interim Assessments, Summative: Results from the 2013 CELLA Assessment

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 the 2012 FCAT 2.0 Mathematics assessment indicate that 30% 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 2 percentage points to 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (46)	32% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Assessment was Reporting Category Fractions. The deficiency is due to lack of hands-on manipulatives	1A.1. Develop a system in the classroom for the use of manipulatives to ensure that students have a hands-on experience.	1A.1. Administration Math Liaison	1A.1. Conduct grade level meetings to obtain teacher feedback on effectiveness of usage of manipulatives with students. Review formative biweekly assessment data to ensure progress is being made and adjust intervention as needed	1A.1. Formative: Ongoing Classroom Assessment, District Baseline Interim Assessments and SuccessMaker Reports are used. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2012 Florida Alternate Assessment Mathematics Test indicate that 27% of students achieved Levels 4-6 proficiency. Our goal for the 2012-2013 school year is to increase Level 4-6 student proficiency by 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	32% (4)

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
	1B.1. Lack of manipulatives and visuals	1B.1. Provide students with opportunities to learn concepts using manipulatives visuals,	1B.1. Administration Math Liaison Program Specialist	1B.1. Lesson plans will reflect use of manipulatives	1B.1. Formative: Ongoing Classroom Assessments

1		number lines, and assistive technology.			Summative results from the 2013 Florida Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 29% of students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 1 percentage points to 30%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (44)	30% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test was Reporting Category Numbers, Operations, and Problems Solving. The deficiency is due to the lack of technology use in the classroom	2A.1. Students will have access to utilize computer-based programs with hands-on activities such as Gizmos, FCAT Explorer, Riverdeep, Thinkcentral, and SuccessMaker.	2A.1. Administration Math Liaison	2A.1. Review SuccessMaker Reports to ensure progress is being made and adjust intervention as needed.	2A.1. Formative: Bi-weekly Assessment, District Baseline, District Interim Assessment Report and SuccessMaker Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment Mathematics Test indicate that 9% of students achieved Levels 7-9 proficiency. Our goal for the 2012-2013 school year is to increase Level 7-9 student proficiency by 3 percentage points to 12%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1)	12% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2B.1. Exposure to real life math	2B.1. Use guided discussion to	2B.1. Administration	2B.1. Conduct grade level	2B.1. Formative:

1	problems.	engage students in real life math problems.	Math Liaison Program Specialist	meetings to obtain teacher feedback on effectiveness of strategy.	Ongoing Classroom Assessments Summative results from the 2013 Florida Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 74% of students achieved learning gains in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage points in learning gains by 5 percentage points to 79%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (71)	79% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. As noted on the 2012 FCAT 2.0 Mathematics administration, students making learning gains increased by 20 percentage points when compared to the administration of the 2011 FCAT Mathematics Test. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test was Geometry and Measuremen	3A.1. Provide more resources and incorporate hands on activities to reinforce math concepts.	3A.1. Administration Math Liaison	3A.1. Conduct grade level meetings to obtain teacher feedback on effectiveness of usage with students. Review formative biweekly assessment data to ensure progress is being made and adjust intervention as needed	3A.1. Formative: Bi-weekly Assessment, District Baseline, District Interim Assessment Report. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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:	The results of the 2012 FCAT Mathematics Test indicate that 81% of students in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% subgroup by 5 percentage points to 86%
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (N<30)	86% (N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Results of the 2012 FCAT Mathematics Assessment indicate that students show a decrease in the reporting category Fractions. Targeted students in the lowest 25% will be provided remediation through the use of Programs such as Successmaker.	4A.1. Identify students in the lowest 25% based on instructional needs and provide intervention program to address individual student needs. Teachers will incorporate technology intervention through the use of SuccessMaker.	4A.1. Administration Math Liaison	4A.1. Review SuccessMaker reports to ensure progress is being made and adjust intervention as needed.	4A.1. Formative: Review results from Bi-weekly Assessments, District Baseline, District Interim Assessment reports, and SuccessMaker Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # The results of the 2010-2011 Baseline data indicate that 50% of students achieved proficiency level in Mathematics. 5A : Our goal is to increase an annual increment of 4.17% for					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	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

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics Hands-On	K-5	Math Liaison	School-wide	November 6, 2012 Revisit February 1, 2013	Teacher-made lesson plan	Math Liaison

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:	The results of the 2012 FCAT 2.0 Science Test indicate that 24% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (11)	28% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. As noted in 2012 FCAT 2.0 Science results deficiency in the Reporting in Earth and Space Science	1A.1. The use of science projects to design and develop projects to increase scientific thinking and the development and implementation of inquiry-based activities that allows for testing of hypothesis , data analysis, variables and experimental design in Earth and Space Science.	1A.1. Administration Literacy Leadership Team (LLT)	1A.1. PLC teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	1A.1. Formative: District Baseline District Interims Summative: Results from 2013 FCAT 2.0 Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #2A: The results of the 2012 FCAT 2.0 Science Test indicate that 13% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (6)	15% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. As noted in 2012 FCAT 2.0 Science results deficiency in the Reporting in Physical Science.	2A.1. Use of hands-on inquiry based learning opportunities for students to apply, analyze, and explain key instructional concepts.	2A.1. Administration Literacy Leadership Team (LLT)	2A.1. Teachers will plan together monthly to analyze student assessments and student portfolios	2A.1. Formative: District Baseline District Interims Summative: Results from 2013 FCAT 2.0 Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporate Science experiences and hands-on activities in the integration of NGSSS	K-4	Science Liaison	School-wide	September 2012 – May 2013	Assistant Principal will attend the training and ensure strategies are implemented.	Assistant Principal and Science Liaison
Instruction adheres to the depth and rigor of NGSSS as delineated in the District Pacing Guides	1-5	Science Liaison	Grades 1-5	September 2012 – May 2013	Science Liaison will provide science interim for grades 1-5 and analyze data with teachers for D.I.	Assistant Principal and Science Liaison

Science Budget:

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

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.	The result of the 2012 FCAT Writing Test indicates that 88% of students scored level 3 or higher.
Writing Goal #1a:	Our 2012-2013 goal is to increase by 1 percentage point to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (42)	89% (43)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students had difficulty revising and editing for, sentence variation, using spelling rules and patterns, capitalization, subject-verb agreement, and noun-verb agreement.	1A.1. Students will use revising/editing charts, teacher conferencing or peer editing	1A.1. Administration, Literacy Leadership Team (LLT)	1A.1. Student progress will be monitored biweekly through conferencing notes and editing/revising charts	1A.1. Formative: District Pre, Mid, Post Writing Assessments Monthly Writing Samples Summative: Results from 2013 FCAT Writing Assessment
2	1A.2. Students lack practice in developing ideas and content in a logical organization and expressing ideas vividly through varied language techniques.	1A.2. Teachers will utilize writing prompts and holistic scoring techniques for grades 1-5 to ensure that students learn effective writing methods.	1A.2. Administration, Literacy Leadership Team (LLT)	1A.2. Student writing samples will be reviewed and scored monthly by the teacher	1A.2. Formative: District Pre, Mid, Post Writing Assessments Monthly Writing Samples Summative: Results from 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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Holistic Scoring using the FCAT Scoring Rubric	1 - 5	Reading Coach	1st – 5th grade teachers	September 2012 – May 2013	Classroom visits and Data Debriefing Sessions	Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance to 95.97% by minimizing absences
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.47% (485)	95.97% (488)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
212	201
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

100		95			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents being unaware of the school district's attendance policy	.1. Provide parents a copy of the district attendance requirements via a parent workshop and a follow up call by the attendance committee to inquire about the student and reason for being absent or late.	1.1. Administration and Attendance Committee	1.1. Review Attendance Reports Monthly	1.1. Attendance Report

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

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

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

Attendance Budget:

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

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:		Based on the 2012 attendance data 0% of students were suspended this school year. The expected level is to maintain 0% for 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			
0%		0%			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
0%		0%			
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. Counselor will continue to familiarize the students with the Student Code of Conduct	1.1. Counselor will conduct classroom visits to review the Student Code of Conduct	1.1. Administration and School Counselor	1.1. Teachers will report students with appropriate behavior to School Counselor	1.1. Suspension Report

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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Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A				
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	N/A	N/A	N/A	N/A	N/A

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Students in grades Kindergarten through second grade will complete one class project and in grades 3-5 will execute an individual project by generating ideas through research by displaying an individual Science Fair investigation.			
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.	1.1.	1.1. Administration	1.1. PLC Teams will review	.1. Formative:

1	As noted in previous school-wide Science Fair students the majority of the topics are from Life Science.	The implementation of a school-wide Science Fair to expose students to a variety of science topics, hands-on, and real-world STEM application through projects and classroom experiments.	Literacy Leadership Team (LLT)	the results of the Science Fir to determine the level of knowledge students have in the Scientific Process	School-wide Science Fair Summative: District Science Fair
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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
Scientific Process	K-5	Science Liaison	K-5th Grade Teachers	October 17, 2012	Each grade level will discuss best practices in teaching the scientific process.	Administration and Science Liaison

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)

N/A Goal:

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:					
1. N/A Goal N/A Goal #1:			N/A		
2012 Current level:			2013 Expected level:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

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 N/A Goal(s)

FINAL BUDGET

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

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.

No Attachment (Uploaded on 10/16/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to student academic achievement.	\$2,255.00

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

- Review and Monitor School Improvement Plan
- Budget Allocations/Funds
- Data Analysis

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 TROPICAL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	79%	95%	50%	310	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	69%	53%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	68% (YES)			133	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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District TROPICAL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	80%	89%	35%	282	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	69%	65%			134	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?	70% (YES)	61% (YES)			131	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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested