

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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
Tallahassee, Florida 32399

School Name: N DADE CENTER FOR MODERN LANGUAGE

District Name: Dade

Principal: Dr. Maria A. Castaigne

SAC Chair: Mrs. Silvia M. Flores

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Maria A. Castaigne	Bachelor of Arts in German and Spanish Master of Science in Supervision and Administration Doctor in Education Certification: School Principal, French, Spanish, and German	20	26	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A Y Y Y Y High Standards Rdg. 84 90 85 88 84 High Standards Math 80 90 81 88 87 Lrng Gains-Rdg. 74 78 76 79 72 Lrng Gains-Math 85 64 73 77 80 Gains-Rdg-25% 74 75 62 75 59 Gains-Math-25% 75 63 66 72 80
		Bachelor of Science Communications Psychology/Sociology			'12 '11 '10 '09 '08 School Grade A A A C C

Assis Principal	Mrs. Constance Nesbitt-Tilghman	Masters Degree Varying Exceptionality Specialist Degree Educational Leadership	3	7	AYP N/A Y Y N N High Standards Rdg. 84 90 85 44 47 High Standards Math 80 90 81 54 51 Lrng Gains-Rdg. 74 78 76 54 48 Lrng Gains-Math 85 64 73 74 65 Gains-Rdg-25% 74 75 62 53 41 Gains-Math-25% 75 63 66 70 69
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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)
	Not Applicable				

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	Utilize the applicant tracking site and principal's expertise as a former personnel coordinator to recruit highly qualified teachers	Principal	May 2013	
2	Provide collaborative grade level planning meetings that result in consistent planning processes and provide time to analyze data, reflect, and share knowledge and expertise.	Principal/Assistant Principal	May 2013	
3	Offer professional development opportunities to make teaching more effective and efficient.	Assistant Principal	Ongoing 2012-2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 (0.00%)	

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
30	0.0%(0)	13.3%(4)	43.3%(13)	43.3%(13)	46.7%(14)	90.0%(27)	6.7%(2)	0.0%(0)	46.7%(14)

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
not applicable			

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

North Dade Center for Modern Languages provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school will increase parental involvement by scheduling meetings and activities, encouraging parents to support their child's education, providing materials, and encouraging parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parental Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, the life of the school, and the annual Title I Parent Meeting at the beginning of the school year. The annual-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all our effort is made to inform parents of the importance of this survey via the school site Title I coordinator, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish, Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Title I, Part C- Migrant

not applicable

Title I, Part D

not applicable

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, and English Language Learners (ELL)
- 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

not applicable

Title X- Homeless

not applicable

Supplemental Academic Instruction (SAI)

North Dade Center for Modern Languages will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

North Dade Center for Modern Languages addresses violence and drug prevention and intervention services for students through curriculum implemented by the elementary school counselor.

Nutrition Programs

North Dade Center for Modern Languages adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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

not applicable

Head Start

not applicable

Adult Education

not applicable

Career and Technical Education

not applicable

Job Training

not applicable

Other

North Dade Center for Modern Languages strives to involve parents in the planning and implementation of the Title I program. It extends an open invitation to the school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

North Dade Center for Modern Languages' MTSS/RtI Leadership Team includes the following:

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI, 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: Assists in ensuring implementation of intervention support and documentation, ensures adequate professional development opportunities, and ensures the implementation of the school-based MTSS/RtI activities.

EESAC Chairperson: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

UTD Building Steward: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Department Chairpersons (Primary and Intermediate): Provides information about core instruction, participates in student data collection, and collaborates with other faculty members to implement early intervention planning.

School Counselor: Assists with behavioral intervention, provides academic and behavioral social skills training using student-centered data, and provides parents with information on community wellness programs and other services available through outside agencies.

School Psychologist: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk".

North Dade Center for Modern Languages' MTSS/RtI Leadership Team will include additional personnel as resources to the team based on specific situations.

MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and intervention.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

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

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

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

The Leadership Team will:

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

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

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

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

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

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

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

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

8. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The team will monitor the fidelity of the delivery of instruction and intervention.

3. The team will provide levels of support and intervention to students based on data.

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. Analyzed data from ongoing assessments obtained from Benchmark assessments in reading, mathematics, and science, are disaggregated to focus on student weaknesses in each benchmark's content. Edusoft reports, CELLA reports, Progress Monitoring and Reporting Network (PMRN), and STAR reports, will be utilized to compare students' rate of progress and to guide instructional decisions and system procedures for all students. This data will allow adjustment to the delivery of curriculum and instruction to meet the specific needs of students; adjust the delivery of behavior management system; adjust the allocation of resources; drive decisions regarding targeted professional development and create student growth trajectory in order to identify and develop interventions.

2. Managed data will include:

Academic

- FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Reading Plus Progress Reports
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- District Interim Assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detention
- Suspensions/expulsions
- Referrals classified by student behavior, staff behavior, and administrative context
- Office referrals per day/per month
- Team climate surveys
- Attendance

Describe the plan to train staff on MTSS.

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

The RtI Leadership Team will evaluate additional staff professional development needs during the monthly meetings.

Describe the plan to support MTSS.

1. Effective actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnership 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 principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum.

The Literacy Leadership Team consists of the following members:

Dr. Maria A. Castaigne, Principal

Constance Nesbitt-Tilghman, Assistant Principal

Patricia Stephens, Reading Liaison and Professional Development Support Specialist

Jennifer Mayol, Primary Level Chairperson

Celia Alvarez, Intermediate Level Chairperson

Dr. Irma Hutchinson, School Psychologist

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

The purpose of the Reading Leadership Team is to create the capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Capacity will be met by sharing responsibility and using data to make teaching decisions. Meetings are regularly scheduled to address current data, analyze areas of need according to the benchmarks and New Generation Standards.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The administrative team will ensure the effective implementation of best teaching practices and ongoing monitoring of student progress. The principal will provide necessary resources to the RLT.

The assistant principal will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The Assistant Principal will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The initiatives for the 2012 -2013 school year are:

- Build a learning community of committed, school-based professionals
- Study scientifically based reading research
- Develop a school-based literacy plan of action
- Supply research based professional development

To support literacy instruction and initiatives, the principal, as the instructional leader of the school, will promote membership on the Reading Leadership Team by:

- Holding meeting at convenient times;
- Providing adequate notice of meetings;
- Providing time/coverage (if needed) to attend meetings; and
- Providing Master Plan Points (MPP) and team building activities for members commitment and participation

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.

not applicable

*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.

not applicable

*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?

not applicable

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?

not applicable

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](#)

not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 29% of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency Level 3 at 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (72)	29% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment indicate a need of improvement in: Reporting Category 2 - Reading Application specifically in the area of organizing information to show understanding Reporting Category 3 - Literary Analysis Fiction/Non Fiction, specifically in the area of analyzing text structure with the capacity to comprehend nonfiction text across a range of disciplines	Explicit instruction on identifying main idea, cause/effect relationships, compare/contrast, author's purpose for writing, and chronological order. Use of FCAT task cards that reflect rigor of Next Generation Sunshine State Standards. Front loading through the use of graphic organizers and read aloud, as well as sustained silent reading of nonfiction text. Utilize computer assisted programs (Reading Plus, FCAT Explorer, Accelerated Reader, and Success Maker) to improve reading skills. Implement FCAT type reading activities in all grade levels including world languages and special areas	Administrative Team	Ongoing classroom assessments will be utilized to determine the ability to demonstrate close analytic reading of text.	Formative: mini-assessments, District Interim Assessments, computer assisted reports from FCAT Explorer, Accelerated Reader, and Success Maker Summative: 2013 FCAT 2.0 Reading

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 55% of students achieved proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency Levels 4 & 5 at 55%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (135)	55% (135)

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 substantial level of proficiency and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading was: Reporting Category 1 – Vocabulary, specifically in the area of exposing students to close analytic reads to enhance critical reading and writing	Use of vocabulary strategies such as context clues, concept definition maps, and word relationships. Emphasize effective problem solving and critical thinking skills through the use of deductive reasoning to solve real world problems and close analytic read to apply critical reading and writing. Utilize computer assisted programs (Reading Plus, FCAT Explorer, Accelerated Reader, and Success Maker) to improve reading skill. Use exemplar and non - exemplar literature to provide real world connections, cultural sensitivity, and character education	Administrative Team	Ongoing classroom assessments/observations to monitor student progress and adjust instruction as necessary	Formative: mini-assessments, District Interim Assessment, computer assisted reports from FCAT Explorer, Accelerated Reader, and Success Maker Summative: 2013 FCAT 2.0 Reading

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 74% of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (112)	79% (119)

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 percent of students making learning gains decreased by 4 percentage points as noted on the 2012 administration of the FCAT 2.0 Reading. Students require differentiated instruction in the classroom to develop readers with the capacity to comprehend texts across a range of types and disciplines.	Incorporate the use of reciprocal teaching to increase metacognition. Provide intensive tutoring during the school day to students identified as levels 1 or 2 on the 2012 FCAT 2.0 Reading Assessment. Provide teaching techniques focused on real-world experiences so that students build a relationship between core subjects, world languages, and their lives.	Administrative Team	Ongoing classroom assessments and teacher feedback will be utilized to measure progress. Review District Interim Assessments to monitor progress and adjust instruction/intervention.	Formative: mini-assessments, FAIR, and District Interim Assessment Summative: 2013 FCAT 2.0 Reading

	Provide opportunities for reflective or close analytic reading through the use of story frames.		
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2010-2011 FCAT Reading indicates that 75% of students in Lowest 25% made learning gains in reading. Our goal for the 2011 – 2012 school year is to increase the Lowest 25% achieving learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (30)	80% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading, the number of students in the lowest 25% making learning gains decreased by 1 percentage point. Students require ample time for the implementation of intervention to increase vocabulary and to gain adequate mastery of the	Build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension; i.e. literal, inferential, and analytical ideas Utilize computer assisted programs (Reading Plus, FCAT Explorer, Accelerated Readers, and	Administrative Team	On-going classroom assessments and teacher observation will be utilized to determine student progress. Review District Interim Assessments data reports to ensure continuous progress and intervention adjustments.	Formative: mini-assessments, FAIR, District Interim Assessment, computer assisted reports from FCAT Explorer, and Success Maker Summative: 2013 FCAT 2.0 Reading

development and organization of ideas	Success Maker) to improve reading skills.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	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
	83	84	86	87	89	

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.				
Reading Goal #5C:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Analytic Reading of Texts	Grades 1-5	Reading Liaison	Grades 1-5	October 31, 2012	Student work folders	Principal and Assistant Principal
Developing and Applying Intervention Strategies in Centers	Grades 1-3	Reading Liaison	Grades 1-3	November 7, 2012	Class Visitations	Principal and Assistant Principal
Front Loading Fundamentals	Grades 1-5	Reading Liaison	Grades 1-5	November 28, 2012	Student Journals	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials for intensive tutoring	Supplemental Materials	Title I	\$10,000.00
Reflective and/or close analytic reading	Daybook of Critical Reading and Writing	Title I	\$1,000.00
			Subtotal: \$11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize computer assisted programs (Reading Plus, FCAT Explorer, Accelerated Reader, and Success Maker) to improve reading skills.	Accelerated Reader	Title I	\$4,000.00
			Subtotal: \$4,000.00
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
Use exemplar and non-exemplar literature to provide real world connections, cultural sensitivity, and character education	Novels	Discretionary Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$15,500.00

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 Florida Comprehensive English Language Learning Assessment indicate that 100% of ELL students achieved proficiency in the area of listening/speaking. Our goal for the 2013 school year is to maintain the percentage of students achieving proficiency at 100%
2012 Current Percent of Students Proficient in listening/speaking:	

100% (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	Students will benefit from additional opportunities to practice listening and speaking during the extended school hours.	<p>Provide extensive exposure to meaningful language and opportunities to engage in linguistic interaction with others by using a variety of materials.</p> <p>Use the think aloud strategy to model to students how skilled readers construct meaning from a text.</p> <p>Provide opportunities for cooperative group projects to allow students to develop linguistic and academic skills simultaneously.</p>	Administrative Team	On-going classroom assessments and teacher observations will be utilized to determine student progress	<p>Formative: mini-assessments, FAIR, and District Interim Assessment</p> <p>Summative: 2013 CELLA</p>

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 Florida Comprehensive English Language Learning Assessment indicate that 100% of ELL students achieved proficiency in the area of reading.

Our goal for the 2013 school year is to maintain the percentage of students achieving proficiency at 100%.

2012 Current Percent of Students Proficient in reading:

100% (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	Curriculum in the content areas becomes progressively more demanding , both in terms of cognitive complexity and language demands	<p>Utilize pre-, during, and post-reading strategies to help students learn conscious processes and techniques that facilitate the acquisition and retention of new skills and concepts.</p> <p>Provide a high degree of contextual clues to assist in conveying the meaning of the language.</p> <p>Utilize visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or</p>	Administrative Team	On-going classroom assessments and teacher observations will be utilized to determine student progress.	<p>Formative: mini-assessments, FAIR, and District Interim Assessment</p> <p>Summative: 2013 CELLA</p>

	<p>written message. Differentiated instruction to meet students' varying readiness levels, learning preferences, and interests. Provide opportunities to use reading response journal/logs to record students' thoughts and questions about what they are reading, including content area or research</p>		
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Students write in English at grade level in a manner similar to non-ELL students.

<p>3. Students scoring proficient in writing. CELLA Goal #3:</p>	<p>The results of the 2012 Florida Comprehensive English Language Learning Assessment indicate that 95% of ELL students achieved proficiency in the area of writing. Our goal for the 2013 school year is to increase the percentage of students achieving proficiency by 4 percentag</p>
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2012 Current Percent of Students Proficient in writing:

95% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will benefit from additional opportunities to practice writing during the extended school hours.	<p>Provide an environment that is language and literature rich.</p> <p>Create a climate that promotes writing and demonstrates that students' writing is valued.</p> <p>Offer the opportunity to write frequently based on student's experiences and interests by the use of personal journals, dialogue journals, and reading response logs/journals.</p> <p>Utilize the state's scoring rubric to expose students to mentor text, explicit instruction, and independent practice.</p>	Administrative Team	On-going classroom assessments and teacher observations will be utilized to determine student progress.	<p>Formative: mini-assessments, FAIR, and District Interim Assessment</p> <p>Summative: 2013 CELLA</p>

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 27% 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 1 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (66)	27% (66)

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	In grade 3, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics indicate a need of improvement in Reporting Category 2: Number: Fractions, specifically in the area of exploration and inquiry activities to increase understanding of number operations	Utilize computer assisted programs, (FCAT Explorer, Gizmos, Think Central, and SuccessMaker) that include visual stimulus to develop conceptual understanding of numbers. Develop student understanding of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	Administrative Team	Review formative classroom assessments that target application of the skills taught and adjust instruction as needed. Conduct grade level meetings to discuss/address the needs for necessary adjustments	Formative: District Interim Assessments, Benchmark Mini-Assessments, computer generated reports from FCAT Explorer, Gizmos, Think Central, and SuccessMaker Summative: 2013 FCAT 2.0 Mathematics Assessment
2	In grade 4, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics indicate a need of improvement in: Reporting Category 3: Geometry and Measurement, specifically in the area of activities that promote the development of geometric knowledge	Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.	Administrative Team	Review formative classroom assessments that target application of the skills taught and adjust instruction as needed. Conduct grade level meetings to discuss/address the needs for necessary adjustments	Formative: District Interim Assessments, Benchmark Mini-Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
	In grade 5, The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics indicate a need of improvement in: Reporting Category 1:	Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions	Administrative Team	Review formative classroom assessments that target application of the skills taught and adjust instruction as needed.	Formative: District Interim Assessments, Benchmark Mini-Assessments Summative: 2013

3	Number: Base Ten and Fractions, specifically in the area of creating strategies for solving problems and responding to practical situations	and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems	Conduct grade level meetings to discuss/address the needs for necessary adjustments	FCAT 2.0 Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 53% of students achieved proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency Levels 4 & 5 at 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (130)	53% (130)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
As noted on the 2012 administration of the FCAT 2.0, in grade 3 the area which showed substantial level of proficiency and would require students to maintain or improve	Utilize computer assisted programs, (FCAT Explorer, Gizmos, Think Central, SuccessMaker) that include visual stimulus to develop conceptual understanding of numbers.	Administrative Team	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: District Interim Assessment, Benchmark Mini Assessments, computer generated reports from FCAT

1	performance was Reporting Category 1 Number: Operations, Problems, and Statistics, specifically by providing students opportunities for mathematical exploration to develop an understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Provide exploration and inquiry activities to maintain or increase an understanding of number operations through hands-on experiences and apply the learning to solve real-life problems.			Explorer, Gizmos, Think Central, and SuccessMaker Summative: 2013 FCAT 2.0 Mathematics Assessment
2	As noted on the 2012 administration of the FCAT 2.0, in grade 4 the area which showed substantial level of proficiency and would require students to maintain or improve performance Reporting Category 2 Number :Base Ten & Fractions, specifically by providing students opportunities for mathematical exploration to develop an understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.	Administrative Team	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: District Interim Assessment, Benchmark Mini Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
3	As noted on the 2012 administration of the FCAT 2.0, in grade 5 the area which showed substantial level of proficiency and would require students to maintain or improve performance Reporting Category 3: Geometry and Measurement, specifically by providing grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning .	Select rigorous, real-world problems, aligned to the content the students are learning. Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.	Administrative Team	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: District Interim Assessment, Benchmark Mini Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 85% of students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 90%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (128)	90% (136)

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 percent of students making learning gains increased by 21 percentage points as noted on the 2012 administration of the FCAT 2.0 Mathematics. In grade 3, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics, indicate a need of improvement in Reporting Category 2: Number: Fractions	Provide tailored instruction to small groups. Include the use of manipulatives to assist students in developing an understanding of number sense concepts. Utilize computer assisted programs, (FCAT Explorer, Gizmos, Think Central, Success Maker) that include visual stimulus to develop conceptual understanding of numbers.	Administrative Team	Review formative assessment to adjust instruction as needed to ensure progress is being made and students are making learning gains	Formative: Mini-assessments based on student informal and tutorial assessments, District Interim Assessment in Mathematics, computer generated reports from FCAT Explorer, Gizmos, Think Central, and SuccessMaker Summative: 2013 FCAT 2.0 Mathematics Assessment
2	In grade 4, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics, indicate a need of improvement in Reporting Category 3: Geometry and Measurement	Provide students the opportunity to develop quick recall of addition, subtraction, multiplication, and division facts. Provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups	Administrative Team	Review formative assessment to adjust instruction as needed to ensure progress is being made and students are making learning gains	Formative: Mini-assessments based on student informal and tutorial assessments, District Interim Assessment in Mathematics Summative: 2013 FCAT 2.0 Mathematics Assessment
	In grade 5, the area of	Provide tailored	Administrative	Review formative	Formative: Mini-

3	deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics, indicate a need of improvement in Reporting Category 1: Number: Base Ten and Fractions	instruction to small groups. Include the use of manipulatives to assist students in developing an understanding of number sense concepts.	Team	assessment to adjust instruction as needed to ensure progress is being made and students are making learning gains	assessments based on student informal and tutorial assessments, District Interim Assessment in Mathematics Summative: 2013 FCAT 2.0 Mathematics 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2010-2011 FCAT Mathematics indicates that 63 % of students in Lowest 25% made learning gains in mathematics. Our goal for the 2011 – 2012 school year is to increase the Lowest 25% achieving learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (25)	68% (27)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
As noted on the administration of the 2012 FCAT 2.0 Mathematics, the number of students in the lowest 25% making learning gains increased by 12	Provide intensive tutoring during the school day to students identified as levels 1 or 2 on the 2012 FCAT 2.0 Mathematics Assessment.	Administrative Team	Review formative assessment as well as intervention assessments to adjust instruction as needed to ensure progress is being made and students are making	Formative: Mini-assessments based on student informal and tutorial assessments, District Interim Assessment in

1	percentage points Students require additional support in developing mathematical foundation in basic math skills and solving real world problems.	Provide small group intervention strategies to develop basic mathematical skills and provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Utilize computer assisted programs, (FCAT Explorer, Gizmos, Think Central, Success Maker, or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	learning gains	Mathematics Summative: 2013 FCAT 2.0 Mathematics Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011- 2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.
Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.
Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
District Mathematics Dialogue Meetings	Grades 1-5	Math Liaison	Grades 1-5	Monthly during curriculum planning meetings Sept. 2012 - May 2013	Quarterly generated data comparison reports	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intensive Tutoring	Supplemental Materials	Title I	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize computer assisted programs, (FCAT Explorer, Gizmos, Think Central, Success Maker) that include visual stimulus to develop conceptual understanding of numbers.	Training on the use of Smart Boards	Discretionary Funds	\$1,000.00
			Subtotal: \$1,000.00
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: \$11,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 49% of fifth grade students achieved proficiency (FCAT Level 3) The goal for the 2013 FCAT 2.0 Science Assessment is to increase fifth grade students achieving proficiency (FCAT Level 3) by 1 percentage point to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (37)	50% (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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Assessment was Reporting Category Earth and Space Science and Reporting Category Physical Science	<p>Student will be exposed to instruction that includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Utilize computer assisted programs (FCAT Explorer, Gizmos, Scott Foresman online resources) to conduct virtual labs and to assist students in understanding of science content.</p> <p>Students will be provided with the opportunity to engage in a Science Brain Bowl that addresses all benchmarks covered during each quarter of the school year.</p>	Principal	Review benchmark assessments to monitor student progress and to adjust focus as needed.	<p>Formative: District Interim Assessment in Science, Benchmark Assessments, computer generated reports for FCAT Explorer and Gizmos</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Assessment indicates that 26% of fifth grade students achieved above proficiency (FCAT Levels 4 & 5). The goal for the 2013 FCAT 2.0 Science Assessment is to increase fifth grade students achieving proficiency (FCAT Levels 4 & 5) by 1 percentage point to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (20)	27% (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	As noted on the 2012 administration of the FCAT Science Assessment, the area which showed substantial level of proficiency and would require students to maintain or improve performance was Reporting Category Nature of Science	Utilize multiple media (oral, graphics, written, and technology) to reach a wide range of learning styles. Utilize computer assisted programs (FCAT Explorer, Gizmos, Scott Foresman online resources) to conduct virtual labs and to assist students in understanding of science content. Students will have the opportunity to develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in scientific thinking.	Principal	Review benchmark assessments to monitor student progress and to adjust focus as needed Evidence of lab reports and science based projects	Formative: District Interim Assessment in Science, Benchmark Assessments, computer generated reports for FCAT Explorer and Gizmos Summative: 2013 FCAT Science Assessment

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

2b. Florida Alternate Assessment:	
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Students scoring at or above Achievement Level 7 in science.				
Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Science Dialogue Meetings	Grades 1-5	Science Leader	Grades 1-5	Monthly during curriculum planning meetings Sept. 2012 – May 2013	Quarterly generated data comparison reports	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide continuous instruction that adheres to the depth and rigor of the Next Generation Sunshine State Standards and delineated in the District Pacing Guide.	Supplemental materials aligned to NGSSS	Title I	\$1,000.00
Subtotal:			\$1,000.00
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: \$1,000.00

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:	The results of the 2010-2011 FCAT Writing indicates that 100% of students achieved proficiency (Level 3.0 and higher). Our goal for the 2011-2012 school year is to maintain student achievement at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (76)	100% (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	The area of deficiency as noted on the 2012 administration of the FCAT Writing 2.0 was focus and elaboration, specifically in the use of figurative language and the organizational strategies that address the main idea and logical sequence.	Students will use graphic organizers/plan to write drafts organized with a logical sequence of beginning, middle, and end, using supporting details, facts, and/or opinions, to develop focus and elaboration. Utilize the state's scoring rubric to expose students to mentor text, explicit instruction, and independent practice. Provide explicit instruction in the use of punctuation, capitalization, and subject-verb agreement.	Assistant Principal	Review students' weekly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Students' scores on weekly writing prompts, Pre and Post Writing Tests Summative: 2013 FCAT Writing assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for Writing	Grades 1-5	Reading Liaison	Grades 1-5	November 28, 2012	Student Journals	Assistant Principal

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:	The attendance rate for the 2011-2012 school year was 97.89%. This indicates an increase of 0.10 percentage points compared to the 2010-2011 school year (97.79%). Our goal for the 2012-2013 school year is to maintain the current attendance rate, to decrease the number of students with excessive absences (10 or more) by 2 students, and decrease the number of students with excessive tardies (10 or more) by 2 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.89% (364)	97.89% (364)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
11% (41)	10.7% (39)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10% (37)	0.09% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As a full magnet program, students are transported from areas throughout Miami-Dade County. Students who are outside the transportation zone need to rely on personal or private transportation making it difficult to arrive to school on time.	Maintain contact with parents of students with excessive tardiness and absences. Utilize Connect Ed to remind parents of school-wide events and District mandated testing schedule Recognize perfect attendance during award ceremony. Schedule various school-wide activities to encourage student attendance before holidays/ school recess.	Administrative Team	Administration will monitor daily attendance report and provide recommendations and implementation strategies to maintain/increase student attendance.	Student Daily Attendance Reports

(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
Recognize perfect attendance during award ceremony.	Attendance Awards	PTA	\$400.00
			Subtotal: \$400.00
			Grand Total: \$400.00

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:	Current data indicates there was 0% out-of-school suspension during the 2011-2012 school year. Our goal is to maintain 0% suspensions for the 2012-2013 school year.
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	Increase awareness of model student behaviors delineated in the Code of Student Conduct.	Utilize Student Code of Conduct in the beginning of the year to conduct classroom lessons to extensively discuss expected behavior and consequences. Incorporate core value lessons during morning announcements. Provide bullying prevention counseling lessons during group sessions.	Administrative Team	Monitor District reports on student suspension rate and Spot Success report	Pre/post test administered to evaluate effectiveness of the lesson District 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
Code of Student Conduct	Grades 1-5	School counselor	School-wide	Sept. 4, 2012 – Sept. 28, 2012	Utilize classroom walkthrough to monitor teachers' implementation of the Code of Student Conduct	Administrative Team

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase awareness of model student behavior	The Melissa Institute	Title I	\$175.00
			Subtotal: \$175.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$175.00

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>	Not applicable
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		The goal for the 2012-2013 school year is to engage students in the learning of science by providing opportunities to investigate, interact, and apply their knowledge in order to prepare them for future STEM courses.			
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	Time constraints structuring activities so that students are constructing, testing, and evaluating data	Provide opportunities for students to develop Science Fair projects to increase scientific thinking. Develop inquiry-based and learner centered	Principal	Evidence of lab reports and science based projects	Formative: Science Fair projects

		hands-on experiences that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.		
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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						

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	Materials for intensive tutoring	Supplemental Materials	Title I	\$10,000.00
Reading	Reflective and/or close analytic reading	Daybook of Critical Reading and Writing	Title I	\$1,000.00
Mathematics	Provide Intensive Tutoring	Supplemental Materials	Title I	\$10,000.00
Science	Provide continuous instruction that adheres to the depth and rigor of the Next Generation Sunshine State Standards and delineated in the District Pacing Guide.	Supplemental materials aligned to NGSSS	Title I	\$1,000.00
				Subtotal: \$22,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize computer assisted programs (Reading Plus, FCAT Explorer, Accelerated Reader, and Success Maker) to improve reading skills.	Accelerated Reader	Title I	\$4,000.00
Mathematics	Utilize computer assisted programs, (FCAT Explorer, Gizmos, Think Central, Success Maker) that include visual stimulus to develop conceptual understanding of numbers.	Training on the use of Smart Boards	Discretionary Funds	\$1,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Increase awareness of model student behavior	The Melissa Institute	Title I	\$175.00
				Subtotal: \$175.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use exemplar and non-exemplar literature to provide real world connections, cultural sensitivity, and character education	Novels	Discretionary Funds	\$500.00
Attendance	Recognize perfect attendance during award ceremony.	Attendance Awards	PTA	\$400.00
				Subtotal: \$900.00
				Grand Total: \$28,075.00

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 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The 2012-2013 SAC Funds will be utilized to purchase magazine subscriptions to enhance literacy instruction across the curriculum. Yearly subscriptions include Scholastic, Time for Kids, Scholastic Art, and Music Express.	\$2,000.00

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

The purpose of the School Advisory Council (SAC) at North Dade Center for Modern Languages is to ensure the implementation of the School Improvement Plan. The SAC meets monthly throughout the school year and is responsible for the following:

- Develop, implement, and evaluate the academic goals and objectives delineated in the School Improvement Plan;
- Recruit parents and business/community representatives to ensure involvement in the decision making process;
- Suggest training for its members and faculty to achieve desired goals as described on the School Improvement Plan;
- Allocate funds to enhance the academic program.

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 N DADE CENTER FOR MODERN LANGUAGE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	90%	87%	68%	335	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	78%	64%			142	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	75% (YES)	63% (YES)			138	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					615	
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 N DADE CENTER FOR MODERN LANGUAGE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	81%	94%	67%	327	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	76%	73%			149	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	62% (YES)	66% (YES)			128	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested