FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MAE M. WALTERS ELEMENTARY SCHOOL

District Name: Dade

Principal: Yolanda L. Valls

SAC Chair: Luis Betancourt

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	Yolanda L. Valls	Elementary Education, English for Speakers of Other Languages (ESOL), Educational Leadership	7	20	'12 '11 '10 '09 '08 '07 School Grade A A A A A A AYP N N N N N N High Standards Rdg. 61 70 73 73 72 75 High Standards Math 61 73 69 71 69 74 Lrng Gains-Rdg. 82 64 79 75 70 62 Lrng Gains-Math 72 68 71 61 73 66 Gains-Rdg-25% 93 66 73 67 67 61 Gains-Math-25% 79 83 75 61 73 68
Assis Principal	Janeysa M. Sanchez	Elementary Education, English for Speakers of Other Languages (ESOL), Ed Leadership	2	2	'12 '11 '10 '09 '08 '07 School Grade A A A A A A AYP N N Y N N Y High Standards Rdg. 61 70 85 81 82 80 High Standards Math 61 73 84 78 80 81 Lrng Gains-Rdg 82 64 71 70 69 66 Lrng Gains-Math 72 68 74 69 74 75 Gains-Rdg-25% 93 66 66 70 66 65 Gains-Math-25% 79 83 74 63 69 67

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)
Mathematics and Science	Daphne Clark	Elementary Education, English for Speakers of Other Languages (ESOL)	21	7	'12 '11 '10 '09 '08 '07 School Grade A A A A A A AYP N N N N N N High Standards Rdg. 61 70 73 73 72 75 High Standards Math 61 73 69 71 69 74 Lrng Gains-Rdg. 82 64 79 75 70 62 Lrng Gains-Math 72 68 71 61 73 66 Gains-Rdg-25% 93 66 73 67 67 61 Gains-Math-25% 79 83 75 61 73 68
Reading	Maria B. Mendoza	Early Childhood Education, Elementary Education, Reading, English for Speakers of Other Languages (ESOL)	29	12	'12 '11 '10 '09 '08 '07 School Grade A A A A A A AYP N N N N N N High Standards Rdg. 61 70 73 73 72 75 High Standards Math 61 73 69 71 69 74 Lrng Gains-Rdg. 82 64 79 75 70 62 Lrng Gains-Math 72 68 71 61 73 66 Gains-Rdg-25% 93 66 73 67 67 61 Gains-Math-25% 79 83 75 61 73 68

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Teachers will be provided with opportunities for ongoing professional development activities that address areas of need and maintain communication that fosters input and feedback.	Leadership Team	Ongoing	
2	2. Common planning time for grade levels will be scheduled on a weekly basis to provide a network of ongoing support for stakeholders.	Leadership Team	Ongoing	
3	3. Ongoing data chats/articulation meetings will be scheduled to provide support in identifying academic strategies, interventions, and enrichment. These will also serve to examine the validity and effectiveness of program delivery.	Leadership Team	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4% (2)	• Teachers will be provided with opportunities for ongoing professional development activities that address areas of need. • Common planning time for grade levels will be scheduled on a weekly basis to provide a network of ongoing support for stakeholders.

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
53	1.9%(1)	17.0%(9)	43.4%(23)	37.7%(20)	24.5%(13)	77.4%(41)	9.4%(5)	5.7%(3)	71.7%(38)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided at Mae M. Walters Elementary for students requiring additional remediation and are assisted through extended learning opportunities such as after-school programs and Saturday Academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided for schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Curriculum Other components that are integrated into the school-wide program include an extensive Parental Involvement Program, and Supplemental Educational Services.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

We are a Title II District. Mae M. Walters benefits from the supplemental funds provided by the District for improving basic education in training to certify qualified mentors for the New Teacher (MINT) Program; add-on endorsement programs such as Reading, Gifted, ESOL, and Professional Development Liaisons (PDL) at each school which focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school counselor has also been trained on the McKinney Vento Homeless Assistance Act. Upon immediate identification and classification of a student as homeless, the school will contact the Homeless Assistance Program to ensure appropriate services are provided.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. The school counselor at Mae M. Walters Elementary works with students and incorporates programs to solve problems related to drugs and alcohol, stress, suicide, isolation, self-esteem, family violence, and other crises. The Anti Bullying Campaign is implemented to raise awareness on the dynamics of bullying situations with a problem-solving approach that promotes alternative and peaceful behavior, and counteracts to change and not tolerate bullying. The Blue Ribbon Month (Child Abuse Prevention and Awareness Month) ACT for kids aims to prevent child abuse and sexual exploitation, targeting all 3rd grade students through stories, personal drawings, and question and answer sections.

Furthermore, Mae M. Walters participates in the Health Connect in Our Schools (HCiOS), which forms a partnership with The Children's Trust, Miami-Dade County Health Department, and local health service providers. HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS services serve to reduce or eliminate barriers to care, connect eligible students with health insurance, and provide care for students who are not eligible for other services. As part of HCiOS, coordinated social work and mental/behavioral health interventions are delivered in a timely manner and health education activities are provided by the school and by the health department. Thus, HCiOS assures all students receive health education and offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Such services provide pertinent assistance to students and their families in areas of need.

Nutrition Programs

Mae M. Walters adheres to and implements the nutrition requirements stated in the District Wellness Policy. The school also ensures that nutrition education, as per state statute, is taught through physical education and as part of the health curriculum. In addition, 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. Through the Alliance for a Healthier Generation, Mae M. Walters Elementary has been recognized for its efforts in developing nutritional meals and snacks by being awarded the Bronze Award. Mae M. Walters was selected to participate in the Fresh Fruit and Vegetable Program (FFVP), which exposes our students to a variety of fruits and vegetables grown by local farmers. The school also has a fruit and vegetable garden that has been planted and is harvested by students and teachers in an effort to introduce students to healthier eating habits.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Mae M. Walters involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. Parental engagement/involvement increases through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedules 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. Mae M. Walters will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. Results from the survey are to be used to assist with revising our Title I parental documents for the approaching school year.

The Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. The team at our school sites is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department.

AIDS: GET the Facts!, is a curriculum that is aligned with Florida Sunshine State Standards and provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12. HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel. HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school's MTSS/RtI Leadership Team will be comprised of the Principal, Assistant Principal, Instructional Coaches, an ESE Teacher, a Primary Teacher, an Intermediate Teacher, the Counselor, School Psychologist, and Social Worker.

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 school's MTSS/RtI Leadership Team will meet on a biweekly basis to monitor the effectiveness of current interventions on targeted students. The Principal and Assistant Principal will serve as the Administrators for Curriculum, ensuring that students are meeting the requirements established in the Student Progression Plan and that all state mandates are being complied with. Instructional coaches will provide data from the Progress Monitoring and Reporting Network (PMRN), Edusoft, CELLA, etc. to gauge student progress, as well as research-based strategies to address the individual needs of the student.

Teachers on the team will provide first-hand knowledge on student progress and academic and behavioral information and strategies. The counselor, school psychologist, and social worker will provide support services and resources to address issues that encompass the whole child.

Progress monitoring tools and state/school-based assessment data will be used to identify students that are not progressing in the core program due to academic, behavioral, attendance, or other factors. Based on gathered data, the team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of the interventions, once they are in place.

Decisions made by the MTSS/RtI Leadership Team members will be data driven and will lead to effective modifications and opportunities for professional development. Every effort will be made to maintain continuous communication with the staff for their input and feedback.

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 will work together to develop the School Improvement Plan. During implementation, the MTSS/RtI Leadership Team will:
• monitor the school's academic and behavioral goals through data analysis
• monitor the fidelity of the delivery of instruction and intervention provide levels of support and interventions to students based on data

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system for all students to:
• adjust the delivery of instruction to meet the specific needs of students
• adjust the delivery of the behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to develop and adjust interventions
2. Managed data will include:
Academic
• CELLA: English Language Acquisition
• PMRN: FAIR assessments (Reading)
• PMRN: FLKRS (Kindergarten Readiness)
• Edusoft: Interim assessments (Reading, Writing, Mathematics, Science)
• FCAT (Reading, Writing, Mathematics, Science)
• Stanford Achievement Test (Reading, Mathematics)
• Student grades (All content areas)
• School site specific assessments (All content areas)
Behavior
• Student Case Management System
• Detentions
• Suspensions/Expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Attendance
• Referrals to special education programs
Mae M. Walters Elementary School utilizes the Edusoft Assessment Management System to manage the following data: Reading, Mathematics, Writing and Science Baseline and Interim assessments.

Describe the plan to train staff on MTSS.

MTSS/RtI Leadership Team members will attend training sessions offered by the district. Staff members have been encouraged to complete the Introduction to Problem Solving and Response to Intervention online course being offered by the Florida Department of Education. Further ongoing training for staff on the basic RtI principles and procedures will be done by the MTSS/RtI Leadership Team members in September 2012.

Describe the plan to support MTSS.

MTSS/RtI Leadership Team members will be provided opportunities to meet for data analysis and discussion as deemed necessary. Access to data sources will be provided to all team members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school's Literacy Leadership Team will be comprised of:
Yolanda L. Valls, Principal
Janeysa M. Sanchez, Assistant Principal
Maria Mendoza, Reading Coach
Lourdes Garcia, Media Specialist
Sonya Rivers-Stevenson, ESE Teacher
Helen Marrero, Gifted Teacher
Vanessa Viña, Kindergarten Teacher
Sory Sanchez, First Grade Teacher
Emily Betancourt, Second Grade Teacher
Eva Hernandez, Third Grade Teacher
Mercedes Martin, Fourth Grade Teacher
Caryn Nuñez, Fifth Grade Teacher

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

The school's Literacy Leadership Team will meet on a monthly basis to create capacity of reading knowledge within the school and to focus on areas of literacy concern across all grade levels and content areas. Team members will discuss and monitor the effectiveness of the core curriculum, interventions, enrichment, and technology literacy programs. The team will work in conjunction with the MTSS/RtI Leadership Team to identify students that are not progressing in the core program and develop appropriate interventions. Decisions made by the Literacy Leadership Team members will be data driven and will lead to effective modifications and opportunities for professional development. Every effort will be made to maintain continuous communication with the staff for their input and feedback.

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

The Literacy Leadership Team will focus on three major initiatives this school year:
• Fidelity of Differentiated Instruction
The Literacy Leadership Team will work to ensure that effective differentiated instruction is evident
throughout the grade levels. Peer support, professional development, and modeling by instructional coaches
will be ongoing.
• Implementation of Common Core State Standards in Grades K-2
The Literacy Leadership Team will work to ensure that the CCSS are evident throughout the instructional
program. Peer support, professional development, and modeling by instructional coaches will be ongoing.
• Development of School-Wide Writing Program
The Literacy Leadership Team will work to develop and implement a school-wide writing program. The program will consist of monthly goals in the area of writing for each grade level and will include strategies that can be employed to attain these goals. The program will be inclusive of our Home Language Arts (Spanish) Department in an effort to target our English Language Learners (ELL) population.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/28/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

During the month of May, the Community Involvement Specialist visited local daycare centers and pre-schools to distribute information to parents of incoming Kindergartners. These parents, as well as those of students taking advantage of early registration, were invited to attend a Kindergarten Open House on May 9, 2012. During the meeting, parents and children were able to learn about the academic program, meet teachers, and visit Kindergarten classrooms.

During Kindergarten registration, parents were given an informational packet that provided general school information as well

as information about our Fall orientation meeting. Parents of incoming Kindergartners were invited to a Kindergarten Orientation meeting on August 17, 2012. During this meeting, incoming Kindergartners met their teachers and visited the classrooms. Parents received a more in-depth explanation of policies, procedures, and expectations.

During the summer, Kindergarten students were administered the Oral Language Proficiency Scale – Revised (OLPS-R) to determine their oral proficiency in English and to decide on proper program placement for the fall. During the first weeks of Kindergarten, students were assessed on phonological awareness and phonics skills using a teacher-created Baseline Assessment. During the first 30 instructional days, Kindergarten students were also screened using the ECHOS and FAIR portions of the FLKRS. The ECHOS observational tool provided insight into both academic and social/emotional development. FAIR results provided data on phonological awareness, phonics, listening comprehension, and vocabulary skills.

Results from all screenings and assessments will be used to identify students that are lacking readiness skills and to place those students in the appropriate setting to meet their individual needs. Students will be monitored for progress throughout the school year to ensure that they are mastering the required grade level standards as well as developing appropriate social and behavioral skills. Each of these assessments will be re-administered for mid-year and end of year data comparisons.

*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 2011-2012 FCAT 2.0 Reading Test indicate that 26% 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 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(105)	28%(114)

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 2.0 Reading Test was Reporting Category 2, Reading Application for both third and fifth grade. Students need additional support to identify and understand author's purpose in text and how author's perspective influences text.	1A.1. Provide rigorous instruction using grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels.	1A.1. Literacy Leadership Team	1A.1. Ongoing classroom assessments focusing on students' ability to identify author's perspective in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	1A.1. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment
2	1A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis for fourth grade. Students need additional support to understand the usage and application of descriptive, idiomatic, and figurative language to describe people, feelings, and objects in text.	1A.2. Provide rigorous instruction using grade-level appropriate texts that include using poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use idiomatic and language figurative language, such as similes, metaphors, and personification.	1A.2. Literacy Leadership Team	1A.2. Ongoing classroom assessments focusing on students' ability to identify and interpret descriptive, idiomatic, and figurative language in a variety of grade level texts to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	1A.2. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 32% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(129)	33%(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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application for third grade. Students need additional support to understand the usage and application of cause and effect relationships and text structure.	2A.1. Provide rigorous instruction and enrichment opportunities using grade-level appropriate texts that include identifiable causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	2A.1. Literacy Leadership Team	2A.1. Ongoing classroom assessments focusing on students' ability to identify casual relationships, text structures an author uses, theme, and topics in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	2A.1. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment
2	2A.2 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Processes for both fourth and fifth grade. Students need additional support to understand the usage and application of informational text and text features to perform	2A.2. Provide rigorous instruction and enrichment opportunities using grade-level appropriate texts that include how to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help	2A.2. Literacy Leadership Team	2A.2. Ongoing classroom assessments focusing on students' ability to identify and organize informational text and text features and recognize reliable and valid information in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data	2A.2. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment

a task.	students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts.		Chats to attain teacher feedback on effectiveness of strategy.	
3				

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

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 2011-2012 FCAT 2.0 Reading Test indicate that 82% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(198)	87%(211)

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. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in third grade. Students need additional support to understand the usage	3A.1. Provide more exposure and rigorous instruction using grade-level appropriate texts that include comparing and contrasting elements, settings, characters, and problems within and across texts.	3A.1. MTSS/RtI Leadership Team	3A.1. Ongoing classroom assessments focusing on students' ability to compare and contrast story elements in grade level text to ensure progress is being made and adjust intervention as needed.	3A.1. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment

	and comparison/contrasting of different elements of story structure in text.			Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	
2	3A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis in fourth grade. Students need additional support to understand the usage and application of the elements of story structure in text.	3A.2. Provide more exposure and rigorous instruction using grade-level appropriate texts that include identifying and explaining the elements of story/plot structure, including exposition, setting, character development, problem/solution, and theme within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?"	3A.2. MTSS/RtI Leadership Team	3A.2. Ongoing classroom assessments focusing on students' ability to identify and explain the elements of story structure in grade level text to ensure progress is being made and adjust intervention as needed.

Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy. | 3A.2. Formative: FAIR, Teacher-made Assessments, District Interims

Summative: 2013 FCAT 2.0 Reading Assessment |
| 3 | 3A.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Processes in fifth grade. Students need additional support to understand the usage and application of informational text and text features to perform a task as well as the ability to determine the validity and reliability of information in text | 3A.3. Provide more exposure and rigorous instruction using grade-level appropriate texts that include using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. | 3A.3. MTSS/RtI Leadership Team | 3A.3. Ongoing classroom assessments focusing on students' ability to read and interpret informational text and organize the information in grade level text to ensure progress is being made and adjust intervention as needed.

Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy. | 3A.3. Formative: FAIR, Teacher-made Assessments, District Interims

Summative: 2013 FCAT 2.0 Reading Assessment |

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

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: |
| | |

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		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 2011-2012 FCAT 2.0 Reading Test indicate that 93% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students in the lowest 25% making learning gains by 2 percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(61)	95%(63)

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. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in third grade. Students need additional support to understand the main idea, relevant supporting details, implied message, inference and chronological order in literary text.	4A.1. Provide more exposure and rigorous instruction using grade-level appropriate texts that include determining explicit ideas and information, including main idea, relevant supporting details, inference, and chronological order of events. Main idea may be stated or implied. Students should be able to identify a correct summary statement.	4A.1. MTSS/RtI Leadership Team	4A.1. Ongoing classroom assessments focusing on students' ability to identify main idea, relevant supporting details, strongly implied message and inference, and chronological order of events in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	4A.1. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment
2	4A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis in fourth grade..Students need additional support to understand the usage and application of text features in literary text.	4A.2. Provide more exposure and rigorous instruction using grade-level appropriate texts that include using real-world documents, such as how-to articles, brochures, fliers, and websites; use text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations) to locate, interpret, and organize information.	4A.2. MTSS/RtI Leadership Team	4A.2. Ongoing classroom assessments focusing on students' ability to locate, interpret, and organize information from text features in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	4A.2. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment
3	4A.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary in fifth grades. Students need additional support to understand the usage of vocabulary (context clues, base words, affixes, antonyms, synonyms, multiple	4A.3. Provide more exposure and rigorous instruction using grade-level appropriate texts that include more instruction on the meanings of words, phrases, and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin, to determine meanings of unfamiliar	4A.3. MTSS/RtI Leadership Team	4A.3. Ongoing classroom assessments focusing on students' ability to determine meanings of unfamiliar complex words in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on	4A.3. Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment

	meanings words) to determine meaning.	complex words. Students should use sentence and word context, familiar base words, affixes, and knowledge of antonyms, synonyms, and words with multiple meanings to determine meanings in context and of unfamiliar complex words.		effectiveness of strategy.	

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 # 5A :

Reading Goal #

The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 61% of students achieved levels 3-5 proficiency. Our goal for the 2012-2013 school year is to increase levels 3-5 student proficiency by 14 percentage points to 75%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	75%	78%	80%	83%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
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:	The results of the 2011-2012 FCAT Reading Test indicate that 20% of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 16 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (6)	36% (11)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	Provide rigorous instruction using grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	MTSS Leadership Team	Ongoing classroom assessments focusing on students' ability to identify author's perspective, main idea, and casual relationships in grade level text to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Teacher-made Assessments, District Interims Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading.	N/A

Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Planning for Depth and Rigor (FCAT Benchmarks and Common Core State Standards)	K-5/Reading	Reading Coach	Reading Teachers (K-5)	Weekly Common Planning Time	Student work folders, classroom walkthroughs	MTSS/RtI Leadership Team
Implementing Reader's Response Logs to Increase Comprehension	K-5/Reading	Reading Coach	Reading Teachers (K-5)	Weekly Common Planning Time	Student work folders, classroom walkthroughs	MTSS/RtI Leadership Team
Validity and Reliability (Informational Text/ Research Process)	5th Grade Reading	Reading Coach	Reading Teachers (5)	Weekly Common Planning Time	Student work folders, classroom walkthroughs	MTSS/RtI Leadership Team
FCAT and Transitioning to Common Core State Standards	K-5/Reading	Reading Coach	Reading Teachers (K-5)	August 16, 2012	Student work folders, classroom walkthroughs	MTSS/RtI Leadership Team
Unpacking Reading Anchor Standards for Common Core State Standards	K-5/Reading	Reading Coach	Reading Teachers (K-5)	November 6, 2012	Student work folders, classroom walkthroughs	MTSS/RtI Leadership Team
Research-Based Vocabulary Strategies	K-5/Reading	Reading Coach	Reading Teachers (K-5)	Weekly Common Planning Time	Student work folders, classroom walkthroughs	MTSS/RtI Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.2. Provide rigorous instruction using grade-level appropriate texts that include teaching how to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. 3A.3. Provide rigorous instruction using grade-level appropriate texts that include using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. 4A.2. Provide rigorous instruction using grade-level appropriate texts that include using real-world documents such as, how-to articles, brochures, fliers, and websites use text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations) to locate, interpret, and organize information.	Time for Kids Magazine	EESAC	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 43% of students were proficient in Oral Skills (listening and speaking). Our goal for the 2012-2013 school year is to increase Oral Skills proficiency by 1 percentage point to 44%.

2012 Current Percent of Students Proficient in listening/speaking:

43%(163)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the CELLA Oral Skills was correct usage of Conventional English Skills. Students need additional support to understand the usage and application of correct conventional English skills.	1.1. Provide more exposure and a variety of rigorous instructional strategies, activities, and practice opportunities that include teaching grade level conventional English skills, to include such skills as inflected endings, and subject-verb agreement, in order to engage in oral discussions, presentations, and elaboration of oral answers to enhance correct grammar and vocabulary usage.	1.1. Literacy Leadership Team	1.1. Ongoing classroom observations and oral assessments focusing on students' ability to use proper conventional English skills in oral communication activities to ensure progress is being made and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	1.1. Formative: Teacher-made Oral Observations/Assessments Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA indicate that 33% of students were proficient in Reading. Our goal for the 2012-2013 school year is to increase Reading proficiency by 1percentage point to 34%.

2012 Current Percent of Students Proficient in reading:

33%(122)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA Reading was reading and understanding passages that were moderately complex. Students need additional support to understand the main idea, relevant supporting details, implied message, inference and chronological order and be able to identify text structures.	2.1. Formulate a more rigorous plan which includes developing a Reader's Response Log in order to provide a variety of instructional strategies and activities that include identifying main idea, making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with	2.1. Literacy Leadership Team	2.1. Ongoing classroom assessments focusing on students' ability to make inferences and conclusions, determine main idea, and identify text structures in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	2.1. Formative: FAIR, Teacher-made Assessments, Reader's Response Log, District Interims Summative: 2013 CELLA

		text, understanding text structures and summarizing text. Fluency skills and practice opportunities will also be incorporated to enhance automaticity.			

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 33% of students were proficient in Writing. Our goal for the 2012-2013 school year is to increase Writing proficiency by 1 percentage point to 34%.

2012 Current Percent of Students Proficient in writing:

33%(122)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted on the 2012 administration of the CELLA Writing was development of ideas. Students need additional support to understand the usage and application of supporting/relevant details and proper English conventions in writing.	3.1. Formulate a more rigorous writing plan which includes developing a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing. Model effective writing; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes with a special focus on development of ideas and proper usage of conventions.	3.1. Literacy Leadership Team	3.1. Review and analyze student entries in Writer's Notebook. Administer monthly writing prompts/practice opportunities to monitor student progress and adjust instruction as necessary. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	3.1. Formative: Writer's Notebook, Teacher-made Writing Assessments, District Pretest/Midyear Summative: 2013 CELLA

CELLA Budget:

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

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

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(134)	34%(139)

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 based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 3 students was Reporting Category 2, Number: Fractions. Students scoring FCAT Level 3 need increased hands-on activities and small group instruction of Reporting Category 2, Number: Fractions concepts.	1A.1. Increase opportunities for students to develop an understanding of fractions and fraction equivalence. Engage students in activities to use Go Math! Technology (such as HMH Mega Math, FL Online Intervention, or iTools) that include visual stimulus to develop conceptual understanding of fractions.	1A.1. MTSS/RtI Leadership Team	1A.1. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	1A.1. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	1A.2. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 4 students was Reporting Category 1, Number: Operations & Problems. Students scoring FCAT Level 3 need increased hands-on activities and small group instruction of Reporting Category 1, Number: Operations & Problems concepts.	1A.2. Provide small group instruction during the mathematics block for students to 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. Engage students in activities to use Go Math! Technology (such as HMH Mega Math or FL Online Intervention) that include visual stimulus to develop conceptual understanding of numbers.	1A.2. MTSS/RtI Leadership Team	1A.2. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	1A.2. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
	1A.3. The area of deficiency based on the 2012 administration of the	1A.3. Increase opportunities for students to use the properties of equality to	1A.3. MTSS/RtI Leadership Team	1A.3. Review formative Monthly Assessment data reports to monitor progress and	1A.3. Formative: Teacher-made Assessments, Math

				adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
3	FCAT 2.0 Mathematics Test for Grade 5 students was Reporting Category 2, Expressions, Equations & Statistics. Students scoring FCAT Level 3 need increased hands-on activities and small group instruction of Reporting Category 2, Expressions, Equations & Statistics concepts.	solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses. Engage students in activities to use Go Math! Technology (such as HMH Mega Math or FL Online Intervention) that include visual stimulus to develop students' algebraic thinking skills.			

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 25% 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 0 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(101)	25%(102)

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
	2A.1. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 3 students was Reporting Category 2, Number:	2A.1. Provide more enrichment opportunities for students to develop an understanding of fractions and fraction equivalence; represent, compute, estimate and	2A.1. MTSS/RtI Leadership Team	2A.1. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data	2A.1. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims, Riverdeep and SuccessMaker data

1	Fractions. Students scoring at or above FCAT Levels 4 and 5 need increased enrichment activities of Reporting Category 2, Number: Fractions concepts.	solve non-routine problems involving fractions. Engage students in activities to use technology (such as Riverdeep or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of fractions.		Chats to attain teacher feedback on effectiveness of strategy.	reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	2A.2. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 4 and Grade 5 students was Reporting Category 3, Geometry & Measurement. Students scoring at or above FCAT Levels 4 and 5 need increased enrichment activities of Reporting Category 3, Geometry & Measurement concepts.	2A.2. Provide more rigorous grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Engage students in activities to use technology (such as GIZMOS, Riverdeep, BrainPop, or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	2A.2. MTSS/RtI Leadership Team	2A.2. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	2A.2. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims, Riverdeep and SuccessMaker data reports Summative: Results from 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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT 2.0 Mathematics Test 72% of students made learning gains. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(174)	77%(186)

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. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 3 students was Reporting Category 2, Number: Fractions. Students making learning gains need additional support in instruction of Reporting Category 2, Number: Fractions concepts.	3A.1. Enhance instructional support needed for students to develop an understanding of addition and subtraction of fractions and decimals; provide individualized instruction based on Monthly Assessments. Increase opportunities for the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice.	3A.1. MTSS/RtI Leadership Team	3A.1. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	3A.1. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	3A.2. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 4 students was Reporting Category 1, Number: Operations and Problems. Students making learning gains need additional support in instruction of Reporting Category 1, Number: Operations and Problems concepts.	3A.2. Increase instructional support needed for students to develop quick recall of multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers; provide individualized instruction based on Monthly Assessments. Increase opportunities for the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	3A.2. MTSS/RtI Leadership Team	3A.2. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	3A.2. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
	3A.3. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 5 students was Reporting Category 2, Expressions, Equations and Statistics.	3A.3. Provide enhanced grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns, and use number patterns to help students extend their	3A.3. MTSS/RtI Leadership Team	3A.3. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on	3A.3. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics

| 3 | Students making learning gains need additional support in instruction of Reporting Category 2, Expressions, Equations and Statistics concepts. | knowledge of properties of numbers and operations; include nonnumeric growing and repeating patterns.

Provide opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. | | effectiveness of strategy. | Assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2011-2012 FCAT 2.0 Mathematics Test 79% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students in the lowest 25% making learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(53)	84%(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
4A.1. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 3 students was Reporting Category 2, Number: Fractions.	4A.1. Provide enhanced individualized instruction based on Monthly Assessments; provide opportunities for students to utilizing manipulatives to move from concrete to representation to	4A.1. MTSS/RtI Leadership Team	4A.1. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on	4A.1. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics

1	Students in the lowest 25% need small group instruction and additional support in instruction of Reporting Category 2, Number: Fractions concepts.	abstract conceptual understanding of fractions. Engage students in activities to use Go Math! Technology (such as Soar to Success, FL Online Intervention, or iTools) that include visual stimulus to develop conceptual understanding of fractions.		effectiveness of strategy.	Assessment
2	4A.2. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 4 students was Reporting Category 1, Number: Operations and Problems. Students in the lowest 25% need small group instruction and additional support in instruction of Reporting Category 1, Number: Operations and Problems concepts.	4A.2. Provide enhanced individualized instruction based on Monthly Assessments; provide opportunities for students to 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. Engage students in activities to use Go Math! Technology (such as Soar to Success, FL Online Intervention, or iTools) that include visual stimulus to develop conceptual understanding of numbers.	4A.2. MTSS/RtI Leadership Team	4A.2. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	4A.2. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
3	4A.3. The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for Grade 5 students was Reporting Category 1, Number: Base Ten and Fractions. Students in the lowest 25% need small group instruction and additional support in instruction of Reporting Category 1, Number: Base Ten and Fractions concepts.	4A.3. Provide enhanced individualized instruction based on Monthly Assessments; provide opportunities for students to develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions. Engage students in activities to use Go Math! Technology (such as Soar to Success, FL Online Intervention, or iTools) that include visual stimulus to develop conceptual understanding of base ten and fractions.	4A.3. MTSS/RtI Leadership Team	4A.3. Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	4A.3. Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	The results of the 2011-2012 FCAT 2.0 Math Test indicate that 61% of students achieved levels 3-5 proficiency. Our goal for the 2012-2013 school year is to increase levels 3-5 student proficiency by 17 percentage points to 78%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	78%	80%	82%	84%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 27% of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to

	Mathematics Goal #5D:	increase proficiency by 16 percentage points to 43% among students in the SWD subgroup.

2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (8)	43% (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	N/A	N/A	N/A	N/A	N/A
2	The area of deficiency based on the 2012 administration of the FCAT 2.0 Mathematics Test for SWD students was Number: Base Ten and Fractions. SWD students need small group instruction and additional support in instruction of Number: Base Ten and Fractions concepts.	Provide enhanced individualized instruction based on Monthly Assessments; provide opportunities for students to utilizing manipulatives to move from concrete to representation to abstract conceptual understanding of base ten and fractions. Engage students in activities to use Go Math! Technology (such as Soar to Success, FL Online Intervention, or iTools) that include visual stimulus to develop conceptual understanding of base ten and fractions.	MTSS/RtI Leadership Team	Review formative Monthly Assessment data reports to monitor progress and adjust instruction as needed. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	Formative: Teacher-made Assessments, Math Journals/Notebooks, District Interims Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the CCSS in Mathematics	K-5/ Mathematics	Mathematics Coach	Mathematics Teachers K-5	November 6, 2012	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Non-Routine/Routine Problem-Solving Strategies	K-5/ Mathematics	Mathematics Coach	Mathematics Teachers K-5	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Critical Areas of Focus for CCSS in Mathematics	K-5/ Mathematics	Mathematics Coach	Mathematics Teachers K-5	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Teaching Fraction Concepts and Operations	3-5/ Mathematics	Mathematics Coach	Mathematics Teachers 3-5	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Common Core State Standards (CCSS) in Mathematics Progressions Document	3-5/ Mathematics	Mathematics Coach	Mathematics Teachers 3-5	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Building Fluency in Mathematics	K-5/ Mathematics	Mathematics Coach	Mathematics Teachers K-5	February 1, 2013	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Concrete to Representation to Abstract in Geometry	3-5/ Mathematics	Mathematics Coach	Mathematics Teachers 3-5	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team
Effective Interactive Mathematics Journals/Noteboo	K-5/ Mathematics	Mathematics Coach	Mathematics Teachers K-5	Weekly Common Planning Time	Classroom Walkthroughs	MTSS/RtI Leadership Team
Getting to the Core in Mathematics/8 Standards for Mathematical Practices	K-5/Mathematics	Mathematics Coach	Mathematics Teachers K-5	August 16, 2012	Student work folders, Classroom Walkthroughs	MTSS/RtI Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.2. Engage students in activities to use technology (such as GIZMOS, Riverdeep, BrainPop, or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	BrainPop	EESAC	$1,500.00
		Subtotal: $1,500.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of 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 2011-2012 FCAT 2.0 Science Test indicate that 31% 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 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(39)	35%(44)

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 based on the 2012 administration of the FCAT 2.0 Science Test is Earth and Space Science. Students scoring FCAT Level 3 need increased hands-on activities in instruction of Earth and Space Science concepts.	1A.1. Ensure more rigorous instruction that includes teacher-demonstrated as well as student-centered laboratory activities 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 Earth and Space Science. Provide opportunities for students to relate that the rotation of Earth (day and night) and apparent movements of the	1A.1. MTSS/RtI Leadership Team	1A.1. Review data from Monthly Science Assessments, as well as science lab write-ups, to monitor student progress and adjust instruction. Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy.	1A.1. Formative: Teacher-made Assessments, District Interims; Science Lab Reports; Interactive Science Notebooks/Journals Summative: Results from 2013 FCAT 2.0 Science Assessment

	Sun, Moon, and stars are connected; provide hands-on experiences with the phases of the moon. Conduct a one day mini-science camp at the end of each grading period to provide opportunities for hands-on activities addressing the annually assessed benchmarks within the grading period.			

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 2011-2012 FCAT 2.0 Science Test indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 proficiency by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%(13)	12%(15)

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
	2A.1. The area of deficiency based on the 2012 administration of the FCAT 2.0 Science Test is Physical Science.	2A.1. Identify students scoring a 4 or 5 on the Reading and Mathematics portions of the FCAT and include these students	2A.1. MTSS/RtI Leadership Team	2A.1. Review data from Monthly Science Assessments, as well as science lab write-ups, to monitor student progress and	2A.1. Formative: Teacher-made Assessments, District Interims; Science Lab Reports;

| | | | | adjust instruction. | Interactive Science Notebooks/Journals |
| 1 | Students scoring FCAT Levels 4 and 5 need increased rigor in instruction of Physical Science concepts. | in enrichment activities such as SECME to further develop independent thinking abilities used to develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to matter, energy, force, and motion.

Conduct a one day mini-science camp at the end of each grading period to provide opportunities for hands-on activities addressing the annually assessed benchmarks within the grading period. | | Conduct monthly Data Chats to attain teacher feedback on effectiveness of strategy. | 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:	
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
Understanding the Scientific Theory of Atoms	4-5/Science	Science Coach	4-5/Science Teachers	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	Science Coach
Designing Science and Engineering Projects	K-5/Science	Science Coach	K-5/Science Teachers	October 9, 2012	Participation in Science Fair	Science Coach
Teaching Interdependence (Big Idea 17)	K-5/Science	Science Coach	K-5/Science Teachers	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	Science Coach
Effective Interactive Science Journals/Notebooks	K-5/Science	Science Coach	K-5/Science Teachers	Weekly Common Planning Time	Classroom Walkthroughs	Science Coach
Effective Strategies for Teaching Energy	K-5/Science	Science Coach	K-5/Science Teachers	Weekly Common Planning Time	Student work folders, Classroom Walkthroughs	Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.1. Identify students scoring a 4 or 5 on the Reading and Mathematics portions of the FCAT and include these students in enrichment activities such as SECME to further develop independent thinking abilities used to conduct experimental or engineering projects; provide opportunities for scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use.	SECME Facilitator	Title I Funds	$850.00
		Subtotal: $850.00	

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: $850.00	

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 2011-2012 FCAT 2.0 Writing Test indicate that 87% of students achieved level 3 and higher proficiency. Our goal for the 2012-2013 school year is to increase level 3 – 6 proficiency by 1 percentage point to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(102)	88%(104)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was elaboration. Students need additional support to understand the usage and application of supporting details and concrete examples in their writing.	1A.1. Model elaboration strategies (i.e. Show Me Don't Tell Me, Magnified Moments, Mind Movies) utilize word wall; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes with a special focus on development of ideas and record appropriate use of these strategies in students' Writer's Notebooks. Formulate a writing plan which includes developing a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing to develop support.	1A.1. Literacy Leadership Team	1A.1. Review and analyze student entries in Writer's Notebook. Administer and score monthly writing prompts to monitor student progress and adjust instruction and intervention as necessary.	1A.1. Formative: Writer's Notebook, Monthly Writing Prompts Summative: 2013 FCAT 2.0 Writing Assessment
2	1A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was proper usage of conventions. Students need additional support to be able to use proper English conventions in their writing.	1A.2. Model, provide mini-lessons, and use revising/editing chart and conferencing with students for spelling, capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and record appropriate use of these strategies in students' Writer's Notebooks.	1A.2. Literacy Leadership Team	1A.2. Review and analyze student entries in Writer's Notebook. Administer and score monthly writing prompts to monitor student progress and adjust instruction and intervention as necessary.	1A.2. Formative: Writer's Notebook, Monthly Writing Prompts Summative: 2013 FCAT 2.0 Writing Assessment

| | | Formulate a writing plan which includes developing a Writer's Notebook and/or Portfolio to improve proper usage of conventions. | | | | |

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1A.1. Model elaboration strategies (i.e. Show Me Don't Tell Me, Magnified Moments, Mind Movies) utilize word wall; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes					Review and analyze student entries in Writer's	

with a special focus on development of ideas and record appropriate use of these strategies in students' Writer's Notebooks. Formulate a writing plan which includes developing a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing to develop support.	Writing (K-5)	Reading Coach	Writing Teachers (K-5)	Weekly Common Planning Time	Notebook. Administer and score monthly writing prompts to monitor student progress and adjust instruction as necessary.	MTSS/RtI Leadership Team
1A.2. Model, provide mini-lessons, and use revising/editing chart and conferencing with students for spelling, capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and record appropriate use of these strategies in students' Writer's Notebooks. Formulate a writing plan which includes developing a Writer's Notebook and/or Portfolio to improve proper usage of English conventions.	Writing (K-5)	Reading Coach	Writing Teachers (K-5)	Weekly Common Planning Time	Review and analyze student entries in Writer's Notebook. Administer and score monthly writing prompts to monitor student progress and adjust instruction as necessary.	MTSS/RtI Leadership Team

Writing Budget:

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

Subtotal: $0.00

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to 97.15% by decreasing the number of students with excessive absences (10 or more) and excessive tardiness (10 or more).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.65%(774)	97.15%(778)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
174	165
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
115	109

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student attendance rates have increased by 0.36 % from the previous year. Students and parents need additional support in order to build a connection or correlation between school attendance and student achievement.	1.1. Identify students who may be developing a pattern of absences and refer to the RtI Leadership Team for intervention services. Parents will be notified of excessive student absences and achievement. Students acquiring perfect attendance will be recognized during monthly attendance	1.1. MTSS/RtI Leadership Team	1.1. Meet monthly, using data to monitor student attendance and provide intervention when necessary.	1.1. District generated monthly attendance reports.

		rallies.			

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
1.1 Students acquiring perfect attendance will be recognized during monthly attendance rallies.	Student Incentives	Parent Teacher Association (PTA)	$700.00
			Subtotal: $700.00
			Grand Total: $700.00

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:	The total number of suspensions for the 2011-2012 school year was 1. Our goal for the 2012-2013 school year is to maintain or decrease the total number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor and outdoor suspensions decreased from 3 incidents during the 2010-2011 school year to 2 in the 2011-2012 school year. Students need additional support in order to understand alternative methods to resolve conflict.	1.1. Provide mini-lessons on Character Education and familiarize students with the Code of Student Conduct.	1.1. Administrative Team	1.1. Utilize classroom walkthroughs to monitor student compliance with the Code of Student Conduct.	1.1. District generated suspension reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct	Pre-K – 5th	Classroom Teachers	Parents & Students	Open House/Parent Meetings	Utilize classroom walkthroughs to monitor student compliance with the Code of Student Conduct.	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A - Title I school, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I school, see PIP	N/A - Title I school, see PIP

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Community Involvement Specialist (CIS)	Assist parents with home-school related activities in order to bridge the gap between home and school.	Title I	$29,687.00
		Subtotal: $29,687.00	
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: $29,687.00	

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:	Identify students scoring a 4 or 5 on the Reading and Mathematics portions of the 2012 2.0 FCAT to participate in SECME to further develop independent thinking abilities used to conduct experimental or engineering projects. SECME members are encouraged to participate in the District SECME Competition, which allows students to demonstrate their projects to other students and community members. Conduct annual school-wide 2012-2013 Science Fair to provide an opportunity for students in grades K-5 to develop their inquiry and investigation skills while implementing the scientific method process. Students are encouraged to participate in the District Science Fair, which enables them to exhibit their projects and share ideas with other students and community members.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency based on the 2012 administration of the FCAT Mathematics Test for Grade 3 students was Reporting Category 2, Number: Fractions; for Grade 4 and 5 students, Reporting Category 3, Geometry and Measurement.	1.1. Conduct a one day mini-STEM camp at the end of each semester to provide enrichment opportunities for technology –based activities addressing the mathematics and science annually assessed benchmarks within the semester. Engage students in hands-on, real-world STEM applications through projects and activities that infuse mathematics and science concepts with more rigor. Instruction in grades K-5 adheres to the depth and rigor of the Science Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	1.1. MTSS/RtI Leadership Team	1.1. Review data from Mathematics and Science Interim Assessments to monitor student progress and adjust instruction.	1.1. Formative: Teacher-made Assessments, District Interims; Science Lab Reports; Interactive Mathematics and Science Notebooks/Journals Summative: Results from 2013 FCAT 2.0 Mathematics and Science Assessments

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	2A.2. Provide rigorous instruction using grade-level appropriate texts that include teaching how to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. 3A.3. Provide rigorous instruction using grade-level appropriate texts that include using how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. 4A.2. Provide rigorous instruction using grade-level appropriate texts that include using real-world documents such as, how-to articles, brochures, fliers, and websites use text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations) to locate, interpret, and organize information.	Time for Kids Magazine	EESAC	$400.00
Mathematics	2A.2. Engage students in activities to use technology (such as GIZMOS, Riverdeep, BrainPop, or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	BrainPop	EESAC	$1,500.00
	2A.1. Identify students			

Science	scoring a 4 or 5 on the Reading and Mathematics portions of the FCAT and include these students in enrichment activities such as SECME to further develop independent thinking abilities used to conduct experimental or engineering projects; provide opportunities for scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use.	SECME Facilitator	Title I Funds	$850.00
Parent Involvement	Community Involvement Specialist (CIS)	Assist parents with home-school related activities in order to bridge the gap between home and school.	Title I	$29,687.00
				Subtotal: $32,437.00

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
Attendance	1.1 Students acquiring perfect attendance will be recognized during monthly attendance rallies.	Student Incentives	Parent Teacher Association (PTA)	$700.00
				Subtotal: $700.00
				Grand Total: $33,137.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌂ Priority	⌂ Focus	⌂ Prevent	⌂ NA

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 9/27/2012)

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
Incentives to recognize students demonstrating academic achievements (i.e. FCAT/SAT monthly incentives – certificates, bookmarks, etc.) for academic progress on formative assessments.	$1,000.00
BrainPop Software	$1,575.00
Time for Kids Resources	$1,500.00
Science Lab Equipment and Supplies	$500.00

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

- Review School Improvement Plan.
- Determine use of funds.
- Review implementation of SIP to determine progress – if on target, continue with strategies; if not – revise as needed.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MAE M. WALTERS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	73%	90%	42%	275	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	64%	68%			132	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?	66% (YES)	83% (YES)			149	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					556	
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
MAE M. WALTERS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	69%	93%	47%	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	79%	71%			150	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?	73% (YES)	75% (YES)			148	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested