

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NATURAL BRIDGE ELEMENTARY SCHOOL

District Name: Dade

Principal: Frank V. MacBride, Jr.

SAC Chair: Lynda Bandy

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending Approval

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Frank V. MacBride, Jr.	Bachelors of Science, in Elementary Education, from Florida State University.  Masters of Science, Elementary Education, from Nova Southeastern University  Educational Leadership Certificate from Nova Southeastern University	2	14	'12 '11 '10 '09 '08 '07 School Grade B B C C C C AYP X N N N N N  High Standards Reading 47 64 46 42 58 59 High Standards Math 53 63 67 70 57 55 Learning Gains-Reading 77 59 54 58 59 60 Learning Gains-Math 80 63 53 82 60 64 Gains Reading-25% 74 61 61 59 63 60 Gains-Math-25% 78 61 64 90 65 71
		Master of Science –Special Education,			

Assis Principal	Dr. Josee Gregoire	Florida International University: Certification-Educational Leadership, State of Florida: Doctorate-Exceptional Student Education, Florida International University BS-Political Science, Florida International University	1	5	'12 '11 '10 '09 '08 '07 School Grade C C B A C A AYP X N N N N N  High Standards Rdg. 34 56 61 61 59 65 High Standards Math 40 62 62 54 58 59 Lrng Gains-Rdg. 65 56 64 70 68 69 Lrng Gains-Math 66 51 63 69 56 78 Gains-Rdg-25% 79 58 57 67 70 76 Gains-Math-25% 65 56 72 80 61 87
-----------------	--------------------	--	---	---	---

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Carol L. Caverro-Santana	Elem. Ed. Reading ESOL Primary Ed.	15	8	'12 '11 '10 '09 '08 '07 School Grade B A C B C C AYP X N N N N N High Standards Reading 47 62 57 57 57 59 High Standards Math 53 69 58 58 62 60 Learning Gains-Reading 77 61 65 65 61 67 Learning Gains-Math 80 65 62 62 67 56 Gains Reading-25% 74 66 68 68 53 63 Gains-Math-25% 78 74 60 60 65 70
Math	April Vizcaino	Elem. Ed. ESOL Endorsement	12	1	'12 '11 '10 '09 '08 '07 School Grade B A C B C C AYP X N N N N N High Standards Reading 47 62 57 57 57 59 High Standards Math 53 69 58 58 62 60 Learning Gains-Reading 77 61 65 65 61 67 Learning Gains-Math 80 65 62 62 67 56 Gains Reading-25% 74 66 68 68 53 63 Gains-Math-25% 78 74 60 60 65 70

## 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. Provide National Board Certification support	Lynda Bandy	June 8, 2013	
2	2. Professional Development through Common Core State Standards for Reading and Math	District Personnel	August 20, 2012	
3	3. Utilize collaborative planning and lesson studies among teachers to implement best practices	Grade Level Chairpersons and Leadership Team	June 8, 2013	
4	4. Instructional Coaches will implement classroom walkthroughs to assist with rigor in the classroom	Instructional Coaches Administration	June 8, 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 (2.08%)	• Teacher currently registered for ESOL endorsement courses

### 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
48	2.1%(1)	29.2%(14)	39.6%(19)	29.2%(14)	45.8%(22)	70.8%(34)	10.4%(5)	0.0%(0)	70.8%(34)

### 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			

## 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 to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational

Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocol

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth 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

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

#### 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.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### 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.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

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

#### Housing Programs

Not Applicable

#### Head Start

Not Applicable

#### Adult Education

High School Only  
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

#### Career and Technical Education

- By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
- Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

#### Job Training

N/A

#### Other

##### Health Connect in Our Schools

- 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.
- Teams at designated school sites are 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.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

##### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that 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 curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse/Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal

Assistant Principal :

Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

Primary Teacher

Intermediate Teacher: Provide information about core instruction, collaborate with other staff members, integrates materials/instruction with activities.

Exceptional Student Education Teacher: Integrates core instructional materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches:

Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and implement the continuous coaching model.

School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

PD Liaison:

Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.

Guidance Counselor:

Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.

Social Worker:

Provides social history and family background information on students with academic/behavioral needs.

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?

Review data and instructional implications; review progress at the classroom/grade level to identify Tier 2 and Tier 3 students. Based on the data the team will identify professional development, activities, and resources. The team will also work together to problem solve, share researched strategies, evaluate interventions and practice new instructional trends. The team will also assist with collaborative planning, building rigor, maintaining fidelity, and implementation procedures.

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 team is able to disaggregate data on specific needs that include academic and behavioral deficits. The MTSS/RTI team provides a systematic and explicit process for delivering instruction using brain based research strategies.

### MTSS Implementation

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

- Baseline Data: Florida Comprehensive Assessment Test (FCAT 2.0), Progress Monitoring and Reporting network (PMRN), Curriculum Based Assessment, Edusoft Progress Monitoring, Progress Monitoring and Reporting Network (PMRN) FCAT 2.0 Simulation, District Interim Assessments, STAR Testing, SuccessMaker Cumulative Reports, Voyager Teacher Management (VPORT) data.
- Mid-Year: Florida Assessment for Instruction in Reading (FAIR), District Mid-Year Assessment
- End of Year: FAIR, FCAT 2.0
- Frequency of Data Chats: Monthly for data analysis and Quarterly District Interim Assessments

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time, small sessions, and whole faculty throughout the year.  
The MTSS/RtI team will also decide on supplementary professional development during the monthly MTSS/ RtI Leadership Team meetings.

Describe the plan to support MTSS.

The MTSS/RtI Leadership Team will provide support to teachers through professional development of skilled based activities, data analysis, and instructional tools/resources. Additional support will be provided for each step of the process such as: problem identification, problem analysis, intervention implementation, and response evaluation.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Frank V. MacBride, Jr. – Principal, Dr. Josee Gregoire – Assistant Principal, Carol Cavero-Santana – Reading Coach, Thomas Kopelakis – Media Specialist, Lynda Bandy- Bilingual Chairperson, Kadienne Gomez – Primary Teacher, Anastasia Charles-Sealy – Intermediate Teacher, April Vizcaino - Math Coach, Ellen Marcus-Guidance Counselor, Vernescia Smith-UTD Steward, Dr. Richard Glazer – School Psychologist, Rodney Desraumeaux – School Social Worker

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

The Literacy Leadership Team will meet monthly. The team will assist with evaluating reading data, participate in data chats, provide data reports, suggest professional development activities, provide guidance for the completion of data protocols, promote lesson study for the components of reading, incorporate rigorous reading activities in content areas, and provide a scaffold of differentiated reading strategies.

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

Students are assessed using the District Baseline Assessment and FAIR Assessment Period 1 in order to identify intervention groups. Students are then monitored through monthly assessments and Voyager checkpoints. Using the District Baseline and FAIR data, the LLT will identify the benchmarks in need of improvement according to the disaggregated data and develop intervention/strategies to address the deficiencies identified. The LLT will also assist in developing cross-curricular activities that promote literacy (i.e. Literacy in Science), promote the use of computer based literacy software, as well as monitor the intervention process. The LLT will provide professional development to staff on monitoring and implementing differentiated reading strategies as well as conduct daily curriculum walkthroughs.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/9/2012)

### \*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.

Students and parents are invited to an orientation given by the teachers in the Early Childhood Department. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee. The Leadership Team will be contacting the local pre-schools in order to invite them to view the Curriculum as well as all the Educational Services being provided. Provide monthly parent meetings of three and four year old children to inservice and provide information to parents on how to prepare their children for pre-school.

\*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not Applicable

\*High Schools Only

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

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

Not Applicable

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

Not Applicable

Postsecondary Transition

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

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

Not Applicable



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 26% (70) of students achieved proficiency (Level 3).  Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3 percentage points to 29% (79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (70)	29% (79)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction.	Use poetry to practice identifying descriptive language that defines moods and provides imagery.  Use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.	Administrators, Literacy Leadership Team.	Following the FCIM Model, the Reading Coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: District Interim Assessments and teacher generated assessments  Summative: 2013 FCAT 2.0 Reading Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 18% (49) of students achieved proficiency (Level 4 and 5).  Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 1 percentage point to 19% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (49)	19% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process.	Students will use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret, and organize.  Students will recognize the character of reliable and valuable information.	Administrators and Leadership Literacy Team.	Following the FCIM Model, the Reading Coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative : District Interim Assessments and teacher generated assessments.  Summative: 2013 FCAT 2.0 Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicates 77% (126) of students made learning gains.  Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving learning gains by 5 percentage points to 82% (134).
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (126)	82% (134)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.	Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will focus on what the author thinks and feels.  Utilize Accelerated Reader and on-line quizzes to monitor comprehension.	Administrators and Leadership Literacy Team	Following the FCIM Model, the Reading Coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative : District Interim Assessments, Accelerated Reader reports, and teacher generated assessments.  Summative: 2013 FCAT 2.0 Reading Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Not Applicable
--	----------------

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 74% (30) of students in the lowest 25% subgroup made learning gains.  Our goal for the 2012 – 2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 79% (32).
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (30)	79% (32)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary.	Teachers will incorporate reading strategies and vocabulary activities in Voyager that help students determine the meaning of words by using context clues.  Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through word walls, and word of the day.	Administrators and Literacy Leadership Team	Following the FCIM Model, the Reading Coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative : FAIR, weekly generated assessment and Voyager.  Summative: 2013 FCAT 2.0 Reading Test

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicates that 58% (24) in the Hispanic subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making learning gains by 5 percentage points to 63% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 58% (24)	Hispanic: 63% (26)

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	Hispanic:  The area that showed minimal growth and require students to maintain or improve performance as noted on the 2011-2012 administration of the FCAT 2.0 Reading Test was reporting category	Students will identify and interpret elements of story structure within a text utilizing student work samples as an instructional tool.  Teachers will help students understand character development, and character point of	Administrators and Literacy Leadership Team.	Review technology report, assessment data, ongoing progress reports, and student work samples monthly to ensure that the students were making adequate progress	Formative : FAIR, student work samples, and district interim assessment.  Summative: 2013 FCAT 2.0 Reading Test

3, Literary Analysis: Fiction/Nonfiction.	view by asking higher order questions.		
---	--	--	--

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicates that 6% (2) in the Student with Disabilities (SWD) subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Students with Disabilities (SWD) subgroup making learning gains by 13 percentage points to 19% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (2)	19% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary.	Teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms and the practice of recognizing examples and non-examples of word relationships.  Students will utilize Imagine Learning software program to determine the meanings of unfamiliar complex	Administrators and Literacy Leadership Team.	Review technology reports, assessment data, and ongoing progress reports to ensure that the students are making adequate progress.	Formative: FAIR, monthly generated assessment, student work samples, Imagine Learning reports, and district interim assessment  Summative: 2013 FCAT 2.0 Reading Test

		words.		
--	--	--------	--	--

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker as a Tier 2 Intervention	K-5	District/Reading Coach	K-5	August 17, 2012	Technology reports , Monitoring student progress	MTSS/RtI Team
Text Structures/Text Features	3-5	Reading Coach	3-5	November 6, 2012 February 1, 2013	Reading Coach and administrators will visit classroom and monitor its implementation.	Literacy Leadership Team and Reading Coach
Review Common Core Standards for Language Arts	K-3	District/Reading Coach	K-3	August 17, 2012	Classroom observations, Lesson Plans	Literacy Leadership Team and Reading Coach
Accelerated Reader	3-5	Media Specialist	3-5	August 17, 2012	Technology reports , Monitoring student progress	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4. Provide additional interventions and remediation to the lowest 25% in order to increase learning gains.	Tutorial Services	Title 1	\$2,200.00

			Subtotal: \$2,200.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
3A. Provide extra assistance to students and utilize as monitoring tool.	Accelerator Reader	Title 1	\$3,258.00
			Subtotal: \$3,258.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
3A. Accelerated Reader Training	Professional Development	Title 1	\$900.00
			Subtotal: \$900.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$6,358.00</b>

*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 Spring 2012 CELLA Listening/Speaking sub test indicate that 43% (84) of the students scored proficient.			
2012 Current Percent of Students Proficient in listening/speaking:					
43% (84)					
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	Limited opportunities for students to practice listening and speaking skills could impact students' performance in auditory and oral abilities.	Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, Socratic seminars, and CELLA Connections. ELL level 1 and 2 students will engage with Imagine Learning for 20 minutes daily.	ESOL Teacher Administration	Monitoring of monthly usage reports. Make instructional decisions based on learning gains report for individualized intervention.  Student data chat forms; quarterly Listening/Speaking assignments and assessments; lesson plans.	Imagine Learning usage and learning gains reports  CELLA 2013

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 Spring 2012 CELLA Reading subtest indicate that 26% (51) of the students scored proficient.

2012 Current Percent of Students Proficient in reading:

26% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional support to fully comprehend reading in passages.	Students will use the KWL strategy to list information known before reading and information learned after reading.	ESOL Teacher Administration	Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA Connections in Lesson Plans	Data chat forms Classroom observations CELLA 2013

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 Spring 2012 CELLA Writing subtest indicate that 28% (55) of the students scored proficient.

2012 Current Percent of Students Proficient in writing:

28% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice in daily writing (e.g. journals, quick write, bell ringer, exit slip, home learning).	Students will use writing prompts to motivate them into the ongoing process of writing that includes: planning, drafting, revising, editing, and publishing.	ESOL Teachers, Reading Coach, Administration	Lesson Plan evaluation; Monitoring of Common Planning ; Classroom observations of implementation; Student work folder evaluation	Classroom Walkthrough Protocol; Work Folder Evaluation, CELLA 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ELL Tutoring Academy	Tutors	ELL Grant	\$3,250.00
			Subtotal: \$3,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00



Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,250.00

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 26% (71) of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 6 percentage points to 32% (87).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (71)	32% (87)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 3 students was Reporting Category: Number and Operations - Fractions.	Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.  Create cooperative learning groups and provide the students an opportunity to solve problems and communicate their thinking.	Administrators Math Coach	Conduct monthly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Adjustments to curriculum focus will be made as needed.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.	Formative: Monthly Assessments, District Interim Assessments, math journal, and student authentic work.  Summative: Results from the 2013 FCAT 2.0 Mathematics Test
2	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grades 4 & 5 students were Reporting Category: Geometry & Measurement.	Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing and classifying, and building; drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and-three-dimensional shapes/objects.	Administrators Math Coach	Conduct monthly assessment and review data to ensure progress and adjust curriculum focus based on data reports. Adjustments to curriculum focus will be made as needed.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.	Formative: Monthly Assessments, District Interim Assessments, student authentic work, math journal  Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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

1b. Florida Alternate Assessment:	
-----------------------------------	--

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 21% (58) of students achieved proficiency (Level 4 and 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 3 percentage points to 24% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (58)	24% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for Grade 3 students was Reporting Category: Number-Fractions.	Provide opportunities for students to create and explain real models of number fractions.	Administrators Math Coach	Conduct monthly assessment and review data to ensure progress and adjust curriculum focus based on data reports. Adjustments to curriculum focus will be made as needed.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.	Formative: Monthly Assessments, District Interim Assessments, student authentic work, teacher observation  Summative: Results from the 2013 FCAT 2.0 Mathematics Test
2	According to the results of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty for grades 4 and 5 students were Reporting Category: Geometry & Measurement.	Provide grade-level appropriate activities that promote the comparing and classifying of two-and-three dimensional shapes. Promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding problems involving measurement.	Administrators Math Coach	Conduct monthly assessment and review data to ensure progress and adjust curriculum focus based on data reports. Adjustments to curriculum focus will be made as needed.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.	Formative: Monthly Assessments, District Interim Assessments, student authentic work, teacher observation  Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 80% (130) of students made learning gains.  Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving learning gains by 5 percentage points to 85% (139).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (130)	85% (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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Number and Operations.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts; multiplication and related division facts; fluency with multi-digit addition and subtraction; multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals, using SuccessMaker, Riverdeep, and Gizmos.	Administrators Math Coach	Conduct monthly assessment and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.  All students on a daily basis will participate in technology programs such as SuccessMaker, Riverdeep, and Gizmos. Students will keep an individual log to keep track of their gains. Teachers and	Review interactive data reports from Riverdeep, SuccessMaker, and Gizmos to adjust instruction.  Formative: Monthly Assessments, District Interim Assessments, student authentic work,  Summative: Results from the 2013 FCAT 2.0 Mathematics Test

			administration will review results on a weekly basis and make adjustments to instruction as needed.
--	--	--	---

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT Mathematics 2.0 Test indicated that 78% (34) of students in the lowest 25% achieved learning gains.  Our goal for the 2012 –2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 83% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (34)	83% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Geometry and Measurement.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.  Identify the lowest performing students in grades 3-5 based on instructional needs; in addition provide additional intervention	Leadership Team MTSS/RTI Team	Conduct monthly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.  Intervention reports from technology programs (SuccessMaker and Riverdeep).	Formative: Monthly Assessments, District Interim Assessments, student authentic work  Summative: Results from the 2012 FCAT 2.0 Mathematics Test

	time in the daily schedule to address student deficiencies in mathematical concepts.	
--	--	--

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 67% (27) of the Hispanic subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making learning gains by 6 percentage points to 73% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 67% (27)	Hispanic: 73% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Geometry and Measurement.	Provide students with grade-level appropriate opportunities to solve problems that require a child to explain their reasoning.  Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations.  Provide students with technology software such as SuccessMaker, Riverdeep FCAT 2.0 Explorer and Gizmos to reinforce mathematical concepts.	Administration and Math Coach	Conduct monthly assessment and review data to ensure progress and adjust curriculum focus based on data reports.  Provide time during grade level data chats to share data and best practices and reflect on additional needs.  Intervention reports from technology programs (SuccessMaker, Gizmos, Riverdeep, and FCAT 2.0 Explorer).	Formative: Monthly Assessments, District Interim Assessments, student authentic work  Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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

5C. English Language Learners (ELL) not making	
--	--

satisfactory progress in mathematics. Mathematics Goal #5C:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5	Mathematics Coach District	K-5 Teachers	June 25, 2012	Grade Level Planning/Classroom Walkthroughs	Administrator
Effective Use of Data Chats and Analysis	K-5	Leadership Team	K-5 Mathematics Teachers	June 7, 2012	Grade Level Data Chats	Leadership Team
Data Chats	K-5	Math Coach	K-5 Teachers	October 26, 2012 January 18, 2013 March 22, 2013	Data Binders, Monitoring Student Progress, Bottom 25%, 35%, and 45% per class	MTSS/RtI Leadership Team Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional interventions and remediation to the lowest 25% in order to increase learning gains.	Tutorial Services	Title 1	\$2,120.00
Math Manipulatives	Instructional Supplies	SAC	\$1,000.00
			Subtotal: \$3,120.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,120.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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



1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	On the 2012 administration of the Science FCAT 2.0 25% (23) of students achieved proficiency (FCAT 2.0 Level 3).  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 30% (27).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (23)	30% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency according to the Fifth Grade FCAT 2.0 Science Assessment were Nature of Science and Physical Science. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking, as demonstrated in the students' science journals.  Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.	Leadership Team	Students will be required to maintain science journals for all science experiments. Journals will be reviewed on a bi-weekly basis by classroom teachers.  Leadership Team will meet with science teachers to review school-site data and monitor students' progress.  Students will be required to participate in the school Science Fair. Projects will be graded on a rubric by the science coach panel of judges.	Formative: Monthly Assessments, District Interim Data Reports, student authentic work, science journals  Summative: Results from the 2013 FCAT 2.0 Science Test
2	Students need more opportunities to investigate Nature of Science and Physical Science to practice observation skills and forming hypotheses.	After each grading period or semester, choose 1 day for a mini-science camp to address hands-on activities and science journals through all major benchmarks from the grading period.	Leadership Team	Students will be required to maintain science journals for all science experiments. Journals will be reviewed on a bi-weekly basis by classroom teachers.	Formative: Monthly Assessments, District Interim Data Reports, student authentic work, science journals  Summative: Results from the 2013 FCAT 2.0 Science Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	Not Applicable
--	----------------

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 administration of the Science FCAT 2.0 10% (9) of students scored above proficiency (Level 4 and 5).  Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2% percentage points to 12% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (9)	12% (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	According to the results of the 2012 FCAT 2.0 Science Test, the area of the greatest difficulty for Grade 5 students was Reporting Category: Physical Science.  Students need more student centered activities to promote analytical and evaluating thinking about scientific concepts such as Saturday Academy.	Identify students scoring in the top 33% on the 2012 Science Baseline Assessment and mentor them on the development of independent thinking through project based and research activities.  Students will use the software program GIZMOS and Discovery Learning to remediate, instruct, and enrich scientific concepts that will be on the 2012 FCAT 2.0 Science Test.  Project based learning and school wide Science Fair.	Leadership Team	Projects will be reviewed periodically by science teacher using a rubric to be sure students are making progress and making necessary adjustments.  Students will be using rubrics to self and peer-assess to develop independent thinking and actions.  Science Teachers will meet with students to provide enrichment activities such as Gizmos that will deepen their knowledge-base in Scientific Thinking and Physical Science.	Formative: Monthly Assessments, District Interim Data Reports, student authentic work, Gizmos Reports  Summative: Results from the 2013 FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	Not Applicable

Science Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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
Effective use of district pacing guide	Grade 5	Science Liaison	5th grade teachers	August 17, 2012	Classroom Walkthroughs	Administration MTSS/RtI
Effective use of science journals in the classroom.	Grade 5	Science Liaison	5th grade teachers	September 26, 2012	Classroom Walkthroughs Science journal documentation	Administration MTSS/RtI
Developing science projects	Grade 5	Science Liaison	5th grade teachers	September 26, 2012	Participation in Science Fair Classroom research presentations	Administration MTSS/RtI
Data Chats	Grade 5	Leadership Team	5th grade teachers	October 26, 2012 January 18, 2013 March 22, 2013	Data Binders, Monitoring Student Progress, Bottom 25%, 35%, and 45% per class	Leadership Team

Science Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Refurbish materials for science experiments	Scott Foresman Science Series	SAC	\$250.00
Saturday Academy	Tutorial Services	SBBS	\$3,000.00
			Subtotal: \$3,250.00
			Grand Total: \$3,250.00

*End of Science Goals*

## Writing Goals

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.</p> <p>Writing Goal #1a:</p>	<p>On the 2012 administration of the FCAT 2.0 Writing assessment 64% (51) of students achieved level 3.0 and higher.</p> <p>Our goal for the 2012-13 school year is to increase the percentage of students achieving 4.0 and above to 67% (54).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>64% (51)</p>	<p>67% (54)</p>

### 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	<p>During the 2012 FCAT 2.0 Writing test, fourth graders demonstrated difficulty in narrative writing.</p> <p>Students require additional practice with following the writing process and experience in editing and revising their work.</p>	<p>Following the Thinking Maps Writers workshop, students will utilize graphic organizers to sustain writing and develop a plan with an organized sequence of events.</p> <p>An emphasis on the use of supporting details as well as mentor texts will be utilized to enhance pieces of writing.</p>	<p>Literacy Leadership Team</p>	<p>Administer and score students' monthly writing prompts to monitor and adjust students' progress as necessary.</p>	<p>Formative Assessment: Students' scores on monthly writing assessments.</p> <p>Summative Assessment: 2013 FCAT 2.0 Writing Assessment</p>
2	<p>Students need more skills in editing for language conventions in expository writing.</p>	<p>During weekly Writers/Grammar Café students will use an editing chart and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.</p>	<p>Literacy Leadership Team</p>	<p>Review students' drafts and monthly writing prompts to determine if students are making adequate progress and adjust instruction accordingly.</p>	<p>Formative Assessment: Writing portfolios, and monthly writing assessments.</p> <p>Summative Assessment: Scored writing samples of pre/mid-year writing prompts.</p>

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not Applicable				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Not Applicable	Not Applicable				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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
Thinking Maps in Writing	4th Grade	Thinking Map Facilitator and Reading Coach	Fourth grade classroom teachers	September 26, 2012 November 6, 2012	Classroom observations and best practices.	Literacy Leadership Team
Rubric Scoring	4th Grade	Reading Coach	Fourth grade classroom teachers	September 26, 2012	Use of student friendly rubric in classroom walkthroughs and writing samples. Teacher writing test folder with scores will also be monitored.	Literacy Leadership Team, and Grade Level Chairs
Narrative/Expository Writing Data Chats	4th Grade	Reading Coach	Fourth grade classroom teachers	September 26, 2012 October 26, 2012 January 18, 2012	Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction.	Literacy Leadership Team, and Grade Level Chairs

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
Thinking Maps in Writing Training	Thinking Maps Materials	Project RISE (2011-2012)	\$1,600.00
			Subtotal: \$1,600.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,600.00</b>

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 maintain our 97.02% (671) attendance rate by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcome and appreciated.  Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.02% (671)	97.02% (671)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
138	131
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
168	160

### 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	There is a need to provide informational sessions on attendance that will assist parents with the understanding of guidelines for Miami Dade County Schools in order to improve attendance and decrease tardies.	Provide meetings for parents where the attendance guidelines for Miami Dade County Public Schools will be explained and provide monthly newsletters to parents explaining the importance of attendance and being on time.  Community Involvement	Administration Counselor Social worker Community Involvement Specialist	Review attendance data on a daily basis. Look for progress in the area of attendance and tardies, make necessary adjustments where needed. Hold parent meetings to discuss excessive absences and tardies.	Daily Attendance Bulletin District Attendance Reports COGNOS Reports

		Specialist (CIS) will contact parents of students with excessive absences and tardies.  Students with perfect attendance will receive awards as an incentive every grading period.			
--	--	--	--	--	--

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
Review Attendance Guidelines for Dade County Schools	Grades K-5	Assistant Principal Counselor	School-Wide Assemblies	September 17, 2012	Review of Attendance Reports	MTSS/RtI
Presentations on the Importance of Good Attendance	Grades K-5	Assistant Principal Community Involvement Specialist	Parent Meetings	September 26, 2012	Parent Participation Attendance	MTSS/RtI

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
Presentations provided by Administration, Counselor and Community Involvement Specialist to show the importance of school attendance and appropriate acceptable documentation.	Incentives for Participation	SAC	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Conferences with students on an individual basis as well as group sessions. Conferences with Parents stressing their responsibility for their child's daily school attendance.	Incentives and rewards for improved classes and individual students. Rewards and Incentives	Parent Teacher Association	\$300.00
			Subtotal: \$300.00

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
16	14				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
6	5				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in self-control and respect for each other in order to decrease number of suspensions.	Provide referred students with counseling sessions dealing with behavior.  Utilize the Code of Student Conduct by providing incentives for compliance through the use of SPOT Success Recognition Program.	Administration Counselor	Monitor Spot Success Report by grade level and monitor COGNOS report on student outdoor suspension.  Monitor parents contact log for evidences of communication with parents of students who display inappropriate behavior.	COGNOS Reports Behavior Journal
2	Students need additional support in understanding proper behavior.	Code of Student Conduct Assemblies will be held by grade levels.	Administration Counselor	Counseling sessions for specific students	Decrease in number of SCAMS and suspensions



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
Behavior Modification Workshops	K-5	Ellen Marcus, Counselor	school-wide	June 6, 2013	Decrease in behavior referrals and suspensions	Administration Counselor
Bullying Workshop	Grades 2-5	District Presenters	Grades 2-5	October 18, 2012	Improvement in attitudes and behaviors	Administration Counselor

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
Provide Code of Student Conduct assemblies and implement the in-house discipline model.	Incentives for adhering to school behavior model.	PTA	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Meetings/Parent Workshops	Hourly Community Involvement Specialist	Title I	\$4,320.00
			Subtotal: \$4,320.00
			Grand Total: \$4,320.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The goal for the 2012-2013 school year is to increase the number of students completing science fair projects using the scientific process as a timeline with the Garden Grant as a tool.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.	Students will conduct more hands on activities through garden grant, Gizmos, Discovery Education, science fair, and journal response writing.	Leadership Team	Response journals Science Fair SuccessMaker reports Data from school-based and district assessments Science Fair Rubric	Formative: Monthly Assessments, District Interim Data Reports, student authentic work.  Summative: Results from the 2013 FCAT 2.0 Science Test and number of students participating in science fair.

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
Gizmos	3-5	District	3-5 classroom teachers	November 2012	Gizmos reports	Leadership Team
Discovery Education	K-5	District	K-5 classroom teachers	November 2012	Classroom walkthroughs	Leadership Team
Thinking Maps	K-5	Dr. Cukierkorn	K-5 classroom teachers	November 6, 2012	Classroom walkthroughs	Leadership Team

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
Gizmos	substitutes	school-based budget	\$500.00
Discovery Education	substitutes	school-based budget	\$500.00
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

*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	4. Provide additional interventions and remediation to the lowest 25% in order to increase learning gains.	Tutorial Services	Title 1	\$2,200.00
CELLA	ELL Tutoring Academy	Tutors	ELL Grant	\$3,250.00
Mathematics	Provide additional interventions and remediation to the lowest 25% in order to increase learning gains.	Tutorial Services	Title 1	\$2,120.00
Mathematics	Math Manipulatives	Instructional Supplies	SAC	\$1,000.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
				Subtotal: \$8,570.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3A. Provide extra assistance to students and utilize as monitoring tool.	Accelerator Reader	Title 1	\$3,258.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
				Subtotal: \$3,258.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3A. Accelerated Reader Training	Professional Development	Title 1	\$900.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	Thinking Maps in Writing Training	Thinking Maps Materials	Project RISE (2011-2012)	\$1,600.00
Attendance	Presentations provided by Administration, Counselor and Community Involvement Specialist to show the importance of school attendance and appropriate acceptable documentation.	Incentives for Participation	SAC	\$500.00
Suspension	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	Gizmos	substitutes	school-based budget	\$500.00

STEM	Discovery Education	substitutes	school-based budget	\$500.00
				Subtotal: \$4,000.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	Refurbish materials for science experiments	Scott Foresman Science Series	SAC	\$250.00
Science	Saturday Academy	Tutorial Services	SBBS	\$3,000.00
Writing	No Data	No Data	No Data	\$0.00
Attendance	Conferences with students on an individual basis as well as group sessions. Conferences with Parents stressing their responsibility for their child's daily school attendance.	Incentives and rewards for improved classes and individual students. Rewards and Incentives	Parent Teacher Association	\$300.00
Suspension	Provide Code of Student Conduct assemblies and implement the in-house discipline model.	Incentives for adhering to school behavior model.	PTA	\$200.00
Parent Involvement	Parent Meetings/Parent Workshops	Hourly Community Involvement Specialist	Title I	\$4,320.00
STEM	No Data	No Data	No Data	\$0.00
				Subtotal: \$8,070.00
				Grand Total: \$23,898.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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 10/10/2012)

## 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
Instructional Supplies-Math Manipulatives	\$1,000.00
Refurbish science materials for experiments	\$250.00
Student Incentives for Attendance and Behavior	\$1,000.00

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

The Natural Bridge Elementary School Advisory Council (SAC) is a representative committee that includes stakeholders from various areas. The SAC meets monthly and follows state and District guidelines. During the meetings, the Florida School Improvement Plan, academic progress updates, data, issues of concern, and suggestions from staff, parents, and community members are addressed. The principal and / or staff members provide additional information for clarification purposes. Elections are held to replace teacher vacancies where the entire faculty votes. Parents are elected by parents at meetings and community members are appointed. Additionally, the SAC provides financial support to the school as needed:

- Participates in budget in service activities to increase their knowledge of the budgetary intricacies of the school budget.
- Makes recommendations regarding the ordering of relevant instructional materials.
- Supports the goals and objectives to improve parental involvement.
- Monitors the progress of school goals, objectives, and strategies.
- Reviews, discusses, and makes recommendations to the Florida School Improvement Plan.
- Provides incentives for student attendance recognition rewards.
- Provides financial support for art supplies, quarterly story nights, FCAT 2.0 student incentives, and library books.
- Develop and monitor the implementation of the School Improvement Plan



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District NATURAL BRIDGE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	69%	90%	39%	260	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	65%			126	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)	74% (YES)			140	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					526	
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 NATURAL BRIDGE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	66%	81%	28%	233	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	58%	74%			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?	45% (NO)	71% (YES)			116	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					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested