FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALMETTO ELEMENTARY SCHOOL

District Name: Dade

Principal: Mr. Eric Torres

SAC Chair: Mrs. Debbie Potter

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Eric Torres	MG Social Science Grades 5-9 Educational Leadership	3	11	'12 '11 '10 '09 '08 School Grades A A A A A 92 85 100 100 High Standards Reading 78 92 93 82 86 High Standards Math 75 89 90 86 84 Writing 83 97 88 Science 67 65 73 58 48 Learning Gains - Reading 78 76 74 75 Learning Gains - Mathematics 78 72 67 Lowest 25% - Reading 68 64 63 Lowest 25% - Mathematics 68 71 59
		BA – Elementary Education, Nova University; Master of Science –			

Assis Principal	Dr. Annie Ingraham	Elementary Education, Nova University; Educational Specialist, Educational Leadership - Nova University ; Doctor in Education – Religious Education, Jacksonville Baptist Theological Seminary.	8	20	'12 '11 '10 '09 '08 School Grades A A A A A 92 85 97 95 High Standards - Reading 78 92 93 95 92 High Standards - Math 75 89 90 92 89 Writing 83 97 88 96 92 Science 67 65 73 65 56 Learning Gains - Reading 78 75 76 75 73 Learning Gains - Math 78 76 72 81 69 Lowest 25% - Reading 68 70 64 69 66 Lowest 25% - Mathematics 68 76 71 75 72

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)
NA					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with Principal	Principal	Ongoing	
2	Partnering new teachers with veteran staff	Assistant Principal	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	ESOL Endorsement

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

43	9.3%(4)	7.0%(3)	30.2%(13)	53.5%(23)	44.2%(19)	67.4%(29)	7.0%(3)	11.6%(5)	76.7%(33)

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
Lisette Ruiz-DeAlejo	Kim Perrin	Common grade level/planning time	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss, develop and implement instructional evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
Cheryl Ferrer	Jenna Juan	Common grade level/planning time	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss, develop and implement instructional evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
Tina Penson	Sarah Shields	Sarah Shields	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss, develop and implement instructional evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
Tina Penson	Marilin Capote	Common grade level/planning time	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss, develop and implement instructional evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.

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

NA

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team will be comprised of the principal, assistant principal, a primary and an intermediate grade level representative, a special education teacher, Reading Liaison, EESAC chairperson, UTD Steward, and Media Specialist.

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

The MTSS Leadership Team focuses meetings on how to utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring in order to ensure that Palmetto's teachers and students succeed. The team meets monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are

meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the MTSS Leadership Team and Grade level/Department Head members will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS Leadership Team met with the Educational Excellence School Advisory Council (EESAC) administrators and Reading Liaison to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS Leadership Team will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The MTSS Leadership Team will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Individual Professional Development Plans (IPDPs).

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.

Professional Learning Communities were established to serve as a vehicle for maintaining and improving the instructional focus utilizing the following data sources:

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, FCAT Simulation, District Writing Pre/Post-Test, District Interim Assessment
Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft
End of year: FAIR, FCAT, Florida Alternate Assessment
Frequency of Data Days: twice a month for data analysis
English Language learners: CELLA, Iowa
Behavior Intervention: Functional Behavior of Assessment and Behavioral Intervention Plan
COGNOS

Describe the plan to train staff on MTSS.

Identified staff will attend the district professional development and the support district will provide include training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Additionally, district will provide support for school staff to understand basic MTSS principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Professional development on MTSS will be provided during teachers' common planning time and small sessions will occur throughout the year.

Describe the plan to support MTSS.

Staff will avail themselves to ongoing data-driven professional development activities that align to core student goals and staff needs. Communicating outcomes with stakeholders and celebrating success frequently. Administration will monitor ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services. Administration will ensure strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will be comprised of Mr. Eric Torres, principal; Dr. Annie Ingraham, assistant principal; Ms. Tia Penson, primary general education teacher; Ms. Maritza Viquez, intermediate general education teacher; Mrs. Terri Wild, special education teacher; Ms. Lisette Ruiz-De Alejo, professional development and Reading Liaison; Ms. Debbie Potter, EESAC chairperson; Mrs. Rosie Bouhajrah, UTD Steward; Mrs. Martha Carter, media specialist; and Mrs. Julie Astuto, school guidance counselor.

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

The Instructional leadership team reviews data to identify students' areas of weaknesses and lines them up with professional development opportunities. Grade level representatives brainstorm with members of their grade level/department at the beginning of the year to determine areas of interest and/or concerns of staff.

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

The major initiative of the Literacy Leadership Team (LLT) will be to monitor students' progress. The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

The instructional coaches/curriculum support specialist will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach/curriculum support specialist will also help with the process of grading, recording, and charting student scores.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

NA

*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?

NA

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?

NA

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

NA

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 19% 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 2 percentage points to 21 percent on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (59)	21% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary.	1A.1. Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading liaison will train teachers on using this strategy throughout content areas.	1A.1. Administrators and LLT	1A.1. Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed.	1A.1. Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from Riverdeep and FCAT Explorer Summative: 2013 FCAT 2.0 Reading Test
2		1A.2. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes.	1A.2. Administrators and LLT	1A.2. The MTSS team will review data bi-weekly and make recommendations based on needs assessment.	1A.2. Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from Riverdeep and FCAT Explorer. 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on the 2012 FCAT 2.0 data, 59 percent of students scored above proficiency (FCAT 2.0 Levels 4 and 5) in reading. Students in grades three through five will increase their performance by one percentage point from 59 percent to 60 percent on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (181)	60% (184)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students had difficulty with Reporting Category 2- Reading Application. Students were not given sufficient enrichment time to identify causal relationships imbedded in text in order to maintain their level of proficiency in reading.	2A.1. Introduce units and allow students to spend more time reading and motivate students with the Accelerated Reader (AR) program. Teachers will use explicit instruction to identify causal relationships imbedded in text.	2A.1. Principal, Assistant Principal and Reading Liaison	2A.1. Review formal data assessment results to ensure teachers are targeting instruction based on student needs of becoming familiar with text structures. Adjust instruction as necessary. Monitor the progress of students going “Over the Rainbow” upon reaching their AR goal.	2A.1. Formative: FAIR assessment data, STAR assessment District Interim Assessment Summative: 2013 Florida Alternate Assessment 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:	Based on 2012 FAA data, 100 percent of students scored at Level 7 or above in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. The area of deficiency as noted on the 2012 administration of the FAA Reading Test was Reporting Category 1 - Vocabulary. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	2B.1. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Reading liaison will train teachers on using this strategy throughout content areas.	2B.1. Administrators and LLT	2B.1. Review formal data assessment results to ensure teachers are targeting instruction based on student needs of becoming familiar with text structures. Adjust instruction as necessary. Train teachers to effectively implement Access Points.	2B.1. Formative: FAIR, weekly teacher generated assessments, Starfall, TumbleBooks, Learning Today, and computer assisted reports from Riverdeep Summative: 2013 Florida Alternate Assessment 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on the 2012 FCAT 2.0 data, 78 percent of students made learning gains. Students will increase their performance by five percentage points from 78 percent to 83 percent on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (151)	83% (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	3.A.1. Reporting Category 2 - Reading Application Students did not achieve the goal of increasing their level of performance because they did not spend enough time in a small group setting to master text structures such as cause/effect, compare/contrast, and chronological order.	3.A.1. Implement FCAT Explorer with fidelity. Students will be scheduled for 15-20 minutes during their one-hour weekly computer lab period. Use Wordly Wise with all students to increase vocabulary.	3.A.1. Principal, Assistant Principal and Reading Liaison	3.A.1. Review assessment results to ensure teachers are targeting instruction with the implementation of FCAT Explorer based on student needs.	3.A.1. Formative: FAIR assessment data, STAR assessment, FCAT Explorer, District Interim Assessment Summative: 2013 2.0 FCAT 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students were not provided enough guidance to identify the differences when reading fiction, nonfiction and informational text.	3B.1. Provide students continuous review/practice and guidance to read fiction, nonfiction and informational text to identify the differences.	3B.1. Principal, Assistant Principal and Reading Liaison	3B.1. Review assessment results to ensure teachers are targeting instruction with the implementation of Learning Today based on student needs.	3B.1. Formative: FAIR, weekly teacher generated assessments, Starfall, TumbleBooks, Learning Today, and computer assisted reports from Riverdeep Summative: 2013 Florida Alternate Assessment 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on 2012 FCAT data, 68 percent of students in the Lowest 25% made learning gains in reading. The percentage of students in the Lowest 25% making learning gains in reading will increase five percentage points from 68 percent to 73 percent in grades three through five on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (29)	73% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.A.1. Reporting Category 2 - Reading Application Students did not achieve the goal of increasing their level of performance because they did not spend enough time in a small group setting to master text structures such as cause/effect, compare/contrast, and chronological order.	4.A.1. Provide opportunities for students needing Tier 2 and Tier 3 interventions utilizing Reading Plus to spend more time in small group settings by implementing the tutorial program after the distribution of the first Interim Progress Reports.	4.A.1. Principal, Assistant Principal and Reading Liaison	4.A.1. The administrators and the Reading Liaison will monitor the implementation of the tutorial program.	4.A.1. Formative: Development of the tutorial program schedule FAIR assessment data, STAR assessment, FCAT Explorer, Reading Plus District Interim Assessment Summative: 2013 FCAT 2.0 Reading Test

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : 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
	80	82	84	85	87	

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 89% (116) Black: 31% (11) Hispanic: Asian: 83% (17) American Indian: NA	White: 93% (121) Black: 48% (17) Hispanic: Asian: 91% (18) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Reporting Category 3 – Literary Analysis Students demonstrated difficulty identifying the relationships between two or more ideas or among other textual elements found within or across texts in order to increase their proficiency level in reading.	5B.1. Provide students with opportunities to use non-fiction articles and editorials for instruction such as Time for Kids and Scholastic.	5B.1. Principal, Assistant Principal and Reading Liaison	5B.1. Review assessment results to ensure teachers are targeting instruction based on student needs.	5B.1. Formative: STAR and Thematic assessments Time for Kids Scholastic Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (10)	62% (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	NA				

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (25)	57% (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	5D.1. Students with Disabilities had difficulty with Reporting Category 2 – Reading Application - Students were not familiar with the author's perspective. Text structures such as cause/effect, compare/contrast, and chronological order should be recognizable to students.	5D.1. Provide continuous review/practice and guidance to students with disabilities to address their instructional needs through the implementation of differentiated instructional strategies in large and small group settings with respect to their IEP. Grade 3 Students should be able to identify causal relationships imbedded in text. Grade 4 Provide practice in identifying topics and themes within and across texts. Grade 5 Students should be provided practice in making inferences and drawing conclusions within and across texts.	5D.1. Principal, Assistant Principal and Literacy Leadership Team	5D.1. Administrators will focus on the implementation of differentiated instructional strategies during review of lesson plans and classroom walkthroughs. Review data from formative assessments and adjust instruction as appropriate.	5D.1. Formative: FAIR assessment data, STAR assessment, FCAT Explorer, Reading Plus District Interim Assessment Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (51)	58% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Reporting Category 2 - Reading Application Students had difficulty identifying the relationships between two or more ideas or among other textual elements found within or across texts in order to improve their proficiency level in reading.	5E.1. Provide opportunities for students to use non-fiction articles and editorials for instruction to identify the relationships between two or more ideas or among other textual elements.	5E.1. Principal, Assistant Principal and Literacy Leadership Team	5E.1. Administrators will focus on the implementation of differentiated instructional strategies during review of lesson plans and classroom walkthroughs. Review data from formative assessments and adjust instruction as appropriate.	5E.1. Formative: FAIR assessment data, STAR assessment, FCAT Explorer, Reading Plus District Interim Assessment Summative: 2013 FCAT 2.0 Reading Test

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Effective implementation of the FAIR assessment and the Pacing Guide with emphasis on the Common Core State Standards.	Pk-5	Reading Liaison	Pk-5 Teachers	August 16, 2012 October 8, 2012	Review Lesson Plans, Classroom Visits, Grade Level Meetings	Principal, Assistant Principal
Effective implementation of differentiated instructional strategies.	Pk-5	Reading Liaison	Pk-5 Teachers	September 5, 2012 October 8, 2012	Review Lesson Plans, Classroom Visits	Principal, Assistant Principal
Effective utilization of the Smart Board and the Mimeo to supplement instruction	Pk-5	Reading Liaison	Pk-5 Teachers	August 17, 2012 October 8, 2012	Schedule and review model lessons	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of instructional materials	Time for Kids	PTA	$1,772.00
			Subtotal: $1,772.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Purchase of technological equipment 0	Printers	EESAC	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,772.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	2012 CELLA data reveal that 46 percent of students demonstrated proficiency in Listening/Speaking. The percent of students scoring proficient in Listening/Speaking in grades three through five will improve in Listening/Speaking as evidenced by a one percentage point increase from 46 percent to 47 percent on the 2013 CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
46% (21)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students did not have the opportunity to produce language in response to first-hand, multi-sensorial experiences.	1.1. Implement the Language Experience Approach to have the students use ideas and their language to develop reading and writing skills.	1.1. Principal, Assistant Principal and Literacy Leadership Team	1.1. Administrators will focus on the implementation of the Language Experience Approach strategies during review of lesson plans and classroom walkthroughs. Review data from formative assessments and adjust instruction as appropriate	1.1. Formative: District Interim Assessment Summative: 2013 CELLA Test

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	2012 CELLA data reveal that 38 percent of students demonstrated proficiency in Reading.

CELLA Goal #2:	The percent of students scoring proficient in Reading in grades three through five will improve in Reading as evidenced by a one percentage point increase from 38 percent to 39 percent on the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

38% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students did not have the opportunity to experience meaningful material that was clearly related to existing knowledge that the student already possessed.	2.1. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage.	2.1. Principal, Assistant Principal and Literacy Leadership Team	2.1. Administrators will focus on the provision of additional contextual information in the form of a visual during review of lesson plans and classroom walkthroughs. Review data from formative assessments and adjust instruction as appropriate.	2.1. Formative: District Interim Assessment Summative: 2013 CELLA Test

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

3. Students scoring proficient in writing. CELLA Goal #3:	2012 CELLA data reveal that 22 percent of students demonstrated proficiency in Writing. The percent of students scoring proficient in Writing in grades three through five will improve in Writing as evidenced by a one percentage point increase from 22 percent to 23 percent on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

22% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students need more experiences in generating narrative, expository, persuasive, or reference paper. Student produces written document that can be scored on content or language components as a written sample.	3.1. Teachers can score written document with a rubric or rating scale. This writing document will enable the teacher to determine what writing process the student needs direct instruction in.	3.1. Principal, Assistant Principal, and MSST/RtI Team	3.1. Review appropriate instructional strategies based on student responses within grade level meetings, monitor implementation via classroom walkthroughs.	3.1. Formative: Monthly student writing samples District Interim Writing Prompts Summative: 2013 CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	On the 2012 FCAT 2.0, 18 percent of students scored at Level 3. Students in grades three through five will improve their mathematics skills as evidenced by a two percentage point increase from 18 percent to 20 percent on the 2013 administration of the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (55)	20% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students was Reporting Category 2. Grade 3 - Number: Fractions Grade 4- Number: Base Ten & Fractions Grade 5- Number: Expressions, Equations, & Statistics	1A.1. 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 Use GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	1A.1. Administrators, Math Liaison	1A.1. Results of bi-weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	1A.1. Formative: GIZMOs, Bi-weekly assessments and District Interim Data reports 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2012 FCAT 2.0, 57 percent of students scored at Level 3. Students in grades three through five will improve their mathematics skills as evidenced by a one percentage point increase from 57 percent to 58 percent on the 2013administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (174)	58% (177)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1.Reporting Category 2 Grade 3 - Number: Fractions Grade 4- Number: Base Ten & Fractions Grade 5- Number: Expressions, Equations, & Statistics Students were not provided with ample enrichment grade level opportunities to develop an understanding of decimals, including the connection between fractions and decimals.	2A.1. Provide and incorporate enrichment performance-based activities, manipulatives, problem solving strategies, critical thinking, communication and technology in mathematics instruction to ensure continued improvement in student performance. Engage students in activities to use technology (such as Gizmos, Riverdeep® that include visual stimulus to develop students' understanding of data analysis.	2A.1. Principal, Assistant Principal and Math Department Head	2A.1. Administrators will monitor the implementation of technology.	2A.1. Formative: District Interim Assessment Lesson plans and classroom observations Gizmos and Riverdeep Assessment program Summative: 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students did not have enough hands on experience in mathematics. Students were not provided small group intervention to reinforce mathematical concepts early in the first grading period.	2B.1. Provide students with performance-based activities beginning the first week of school, incorporating the use of manipulatives, problem solving, critical thinking, communication and technology to ensure continued improved performance of students scoring at or above Level 7 in mathematics.	2B.1. Administrators, Math Department Head, and the MSST Team	2B.1. Utilize the Go Math assessments to monitor students' progress and implement the Florida Continuous Improvement Model. Review data from formative assessments and adjust instruction as appropriate.	2B.1. Formative: Go Math Assessment program District Interim Assessment Lesson plans and classroom observations Gizmos and Riverdeep Assessment program Summative: 2013 Florida Alternate Assessment 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of the students making Learning Gains in mathematics in grades three through five will increase five percentage points from 78 to 83 percent on the 2012 administration of the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (151)	83% (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	3A.1. Reporting Category 2 - Expressions, Equations & Statistics Grade 3 - Number: Fractions Grade 4- Number: Base Ten & Fractions Grade 5- Number: Expressions, Equations, & Statistics Students did not have enough hands on experience in mathematics. Students were not provided small group intervention to reinforce mathematical concepts early in the first grading period.	3A1. Provide students with performance-based activities beginning the first week of school incorporating the use of manipulatives, problem solving, critical thinking, communication and technology to ensure continued improved performance of students making Learning Gains in mathematics.	3A1. Administrators, Math Department Head, and MSST Team	3A1. Utilize the Go Math assessments to monitor students' progress and implement the Florida Continuous Improvement Model. Review data from formative assessments and adjust instruction as appropriate.	3A.1 Formative: Go Math Assessment program District Interim Assessment Lesson plans and classroom observations Gizmos and Riverdeep Assessment program Summative: 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:	
3b. Florida Alternate Assessment:	

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Category 2 – Expressions, Equations & Statistics Students needing Tier 2 and Tier 3 Interventions were not provided ample opportunities to participate in small group instruction to reinforce mathematical concepts for improvement in Expressions, Equations & Statistics.	3B.1. Engage students in activities to use technology that include visual stimulus to develop students' Expressions, Equations & Statistics skills.	3B.1. Classroom teachers	3B.1. Administer ongoing classroom assessments as needed based on instruction and student skills.	3B.1. Formative: Go Math Assessment program District Interim Assessment Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 administration, 68 percent of students in the Lowest 25% made learning gains in mathematics. The percentage of the students in the lowest 25th percentile ranking will increase five percentage points from 68 percent to 73 percent in grades three through five on the 2013 administration of the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (30)	73% (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	4A.1. Category 2 – Expressions, Equations & Statistics Students needing Tier 2 and Tier 3 Interventions were not provided ample opportunities to participate in small group instruction to reinforce mathematical concepts for improvement in Expressions, Equations & Statistics.	4A1. Provide students with small group learning experiences that reinforce mathematical concepts for improvement in Algebraic Thinking.	4A.1 Classroom teachers	4A.1 Administer ongoing classroom assessments as needed based on instruction and student skills.	4.A1 Formative: Go Math Assessment program District Interim Assessment Summative: 2013 FCAT 2.0 Mathematics 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%.			Elementary School Mathematics Goal # 5A : 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
	75	78	80	82	84	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:85% (111) Black: 38% (14) Hispanic:77% (91) Asian:94% (19) American Indian: NA	White: 90% (117) Black: 44% (16) Hispanic: 78% (92) Asian: 95% (19) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Reporting Category 2 – Grade 3 - Number: Fractions Grade 4- Number: Base Ten & Fractions Grade 5- Number: Expressions, Equations, & Statistics Students were not provided with ample enrichment grade level opportunities to develop an understanding of decimals, including the connection between fractions and decimals. Students demonstrated difficulty in using number patterns in order to extend their knowledge of properties of numbers and operations; including non-numeric growing and repeating patterns.	5B.1. Provide grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns.	5B.1. Classroom teachers and MTSS Team	5B.1. Administer ongoing classroom assessments as needed based on instruction in using number patterns.	5A.1. 5B.1. Formative: Go Math Assessment program District Interim Assessment Summative: 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:	On the 2012 FCAT 2.0 administration, 60 percent of ELL students made satisfactory progress in mathematics. The percentage of the ELL will increase four percentage points from 60 percent to 64 percent in grades three through five on the 2013 administration of the FCAT 2.0 Mathematics

	Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (10)	64% (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	NA				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2012 FCAT 2.0 administration, 3 percent of SWD students made satisfactory progress in mathematics. The percentage of the SWD students will increase forty-three percentage points from 31 percent to 46 percent in grades three through five on the 2013 administration of the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (14)	46% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Reporting Category 2 – Expressions, Equations & Statistics Students demonstrated difficulty in mathematical concepts because they did not have enough time on hands-on mathematical experiences.	5D.1. Provide students opportunities to engage in Go Math manipulatives.	5D.1. Assistant Principal and Math Department Head	5D.1.Analyze the results of school-level benchmark assessments to target instruction for students with disabilities through the implementation of differentiated instructional strategies utilizing Go Math manipulatives with fidelity.	5D.1. Formative: Go Math manipulatives Go Math Assessment program District Interim Assessment Summative: 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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students in grades three through five will improve their mathematics skills as evidenced by a two percentage point increase from 57 percent to 59 percent making satisfactory progress on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (53)	59% (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	Reporting Category – 2 Geometry & Measurement 5E.1. Students demonstrated difficulty in mathematical concepts because they did not have enough time on hands-on mathematical experiences.	5E.1. Provide grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns, and use number patterns to help students extend their knowledge of properties of numbers and operations; including nonnumeric growing and repeating patterns.	5E.1. Classroom Teachers, Math Department Head and Administrators	5E.1. Administrators will focus on the implementation of differentiated instructional strategies during review of lesson plans and classroom walkthroughs. Analyze the results of school-level benchmark assessments to target instruction for Economically Disadvantaged students.	5E.1. Formative: Go Math manipulatives Go Math Assessment program District Interim Assessment Summative: 2013 FCAT 2.0 Mathematics

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Data to inform Instruction	Grades 3-5 Math	Math Department Head	All teachers	September 5, 2012 October 8, 2012	Class walkthroughs	Administration
PLC focus: Using writing in mathematics	Grades 3-5 Math	Math Department Head	All Math teachers	September 5, 2012 October 8, 2012	PLC logs will be kept of topics and discussions	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	Additional manipulatives	EESAC	$500.00
			Subtotal: $500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
All	Go Math	PTA	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All	Substitute for four teachers to attend data training	EESAC	$400.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,400.00

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 administration of the 2012 FCAT 2.0 Science Test, 39 percent of the students achieved proficiency (FCAT Level 3) in science. Students in grade five will improve performance in science as evidenced by a two percentage point increase from 39 percent to 41 percent on the 2013 administration of the FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (42)	41% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students demonstrated difficulty in Reporting Category 2 - Earth & Space Sciences because they did not have enough hands-on experiences.	1A.1. Incorporate hands-on science activities and experiments within daily lesson plans. Engage in interactive simulations in science for teachers and students to utilize in grades K-12.	1A.1. Principal, Assistant Principal, and Literacy Leadership Team	1A.1. Administrators will focus on the implementation of hands-on activities during classroom observations.	1A.1. Formative: Student science logs/journals, District Interim Assessment Summative: 2013 FCAT 2.0 Science test

2	1A.2. Reporting Category - 2 - Earth & Space Sciences Students demonstrated difficulty in the integration of mathematics applications with science benchmarks.	1A.2. Provide opportunities for collaboration for mathematics and science teachers to develop focus lessons and mini-assessments that integrate mathematics applications and targeted science benchmarks for grades three through five. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Integrate laboratory experiments with technology and implement methods for mathematics and science data analysis.	1A.2. Principal, Assistant Principal, and Literacy Leadership Team	1A.2. Review lesson plans and student lab reports. Classroom walkthroughs Professional Learning Communities	1A.2. Formative: District Interim Assessment Summative: 2013 FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Reporting Category - 2 - Earth & Space Sciences Students demonstrated difficulty in the integration of mathematics applications with science benchmarks.	1B.1. Provide opportunities for collaboration for mathematics and science teachers to develop focus lessons and mini-assessments that integrate mathematics applications and targeted science benchmarks for grades	1B.1. Principal, Assistant Principal, and Literacy Leadership Team	1B.1. Review lesson plans and student lab reports. Classroom walkthroughs Professional Learning Communities	1B.1. Formative: District Interim Assessment Summative: 2013 FCAT 2.0 Science Test

		three through five.			

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:	Results of the 2012 FCAT 2.0 Science Test indicate that 28 percent of students in grade five met high standards in science. Students in grade five will demonstrate improved performance in science as evidenced by a one percentage point increase from 28 percent to 29 percent on the 2013 administration of the FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (30)	29% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Reporting Category - 2 - Earth & Space Sciences Students demonstrated difficulty in the integration of mathematics applications with science benchmarks.	2A.1. Provide opportunities for collaboration for mathematics and science teachers to develop focus lessons and mini-assessments that integrate mathematics applications and targeted science benchmarks for grades three through five.	2A.1. Principal, Assistant Principal, and Literacy Leadership Team	2A.1. Review lesson plans and student lab reports. Classroom walkthroughs Professional Learning Communities	2A.1. Formative: District Interim Assessment Summative: 2013 FCAT 2.0 Science Test

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2B.1. Reporting Category - 2 - Earth & Space Sciences Students demonstrated difficulty in the integration of mathematics	2B.1. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing,	2B.1. Principal, Assistant Principal, and Literacy Leadership Team	2B.1. Review lesson plans and student lab reports. Classroom walkthroughs Professional Learning Communities	2B.1. Formative: District Interim Assessment Summative: 2013 FAA Science Test

1	applications with science benchmarks.	talking, and reading science. Integrate laboratory experiments with technology and implement methods for mathematics and science data analysis.			

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
Integration of research and science skills	PK-5	Media Specialist Science Chairperson & Lab Specialist	Pk-5 Science Teachers Science Chairperson & Lab Specialist	September 5, 2012 October 9, 2012 November 6, 2012 December 4-6, 2012	Review research projects completed by classrooms.	Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
All	Science Lab materials	PTA	$15,000.00
			Subtotal: $15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $15,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the administration of the 2012 FCAT 2.0 Writing Test, 83 percent of the students achieved FCAT Level 3.0 and higher in writing. Students in grade four will improve by a two percentage point increase from 83 percent to 85 percent in writing on the 2013 administration of the FCAT 2.0 Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (82)	85% (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	1. A.1. Reporting Category 2- Expository Writing Students needed more opportunities to improve their organizational skills to write more effectively across the curriculum.	1. A.1. Provide students more opportunities to write more effectively across the curriculum by implementing appropriate differentiated instructional strategies as indicated through an analysis of student responses to writing prompts.	1.1. Principal, Assistant Principal, and MSST Team	1.1. Review appropriate instructional strategies based on student responses within grade level meetings, monitor implementation via classroom walkthroughs.	1.1. Formative: Monthly student writing samples District Interim Writing Prompts Summative: 2013 FCAT 2.0 Writing 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 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Reporting Category 2- Expository Writing Students needed more opportunities to improve their organizational skills to write more effectively across the curriculum.	1B.1. Develop key components of the writing process through the use of graphic organizers, rubrics, journaling and original stories. Ensure the implementation of developmentally appropriate writing activities and objectives in the primary grades through vertical team curriculum meetings.	1B.1 Principal, Assistant Principal, and MSST Team	1B.1. Review appropriate instructional strategies based on student responses within grade level meetings, monitor implementation via classroom walkthroughs.	1B.1. Formative: Monthly student writing samples District Interim Writing Prompts Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing in the Primary Grades/Rubric Scoring	PK-5	Principal, Assistant Principal	Pk-5 Language Arts Teachers	September 5, 2012 October 3, 2012 November 7, 2012 January 9, 2013	Review scores assigned to sample student papers at grade level and vertical team meetings.	Principal, Assistant Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	With an increased emphasis on the importance of school attendance, the percentage of attendance for Palmetto Elementary School students will increase from 96.91 percent to 97.41 percent for the 2012-2013 school year as evidenced by the 2011-2012 COGNOS.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96.91% (645)	97.41% (649)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
131	124
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
85	81

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. There is a need to identify best practices to implement and monitor a Pk-5 Teachers attendance incentive program more effectively.. Students developing patterns of excessive absences will be referred to the Attendance Review Committee and parent conferences will be conducted.	1.1. Reconvene the Attendance Review Committee to update the Attendance Action Plan to include absences and tardiness in order to monitor Pk-5 Teachers attendance more effectively. Solicit businesses to provide incentives for students with improved attendance. Utilize morning announcements to recognize classes with improved attendance rate.	1.1. Counselor, Administrators, and MSST Team	1.1. Update Attendance Action Plan Monitor parent/teacher communication logs Monitor Daily Attendance Report	1.1. Formative: Individual classroom participation Parent/teacher Conference Logs Summative: COGNOS

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
Truancy	PK-5	Counselor	Pk-5 Teachers	September 5, 2012 October 3, 2012 January 9, 2013	Review student attendance during grade level meetings	Grade level Chairperson/ Department head Administrators

Electronic Recordkeeping System	PK-5	Grade book Manager	Pk-5 Teachers	September 5, 2012 November 7, 2012 February 6, 2013	Review recordkeeping procedures during faculty meetings	Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize morning announcements to recognize classes with improved attendance rate.	Individual classroom banners and incentives	PTA	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	With emphasis on the importance of school attendance, the number of In-School Suspensions and the number of Students Suspended In-School will be maintained, and the number of Out-of-School Suspensions will decrease by two, the number of Students Suspended Out of-School will decrease by one for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

20	18
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11	10

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. There is a need to identify best practices to implement and monitor a Pk-5 students suspension program more effectively.	1.1. Reconvene the Attendance Review Committee to identify alternate-to-suspension strategies in order to monitor a school-wide suspension program more effectively.	1.1. Counselor Administrators	1.1. Develop Alternate–to-Suspension Plan	1.1. Miami-Dade County Suspension report

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Crime & Dropout Prevention	PK-5	Counselor	Pk-5 Teachers	January 9, 2013	Review student suspension report during Attendance Review Committee meetings	Assistant Principal

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parental involvement will increase by ten percent from seventy to seventy-seven percent in the average number of parents attending meetings and events to enhance FCAT skills and strategies throughout the 2012-2013 school year compared to the 2011-2012 school year as documented by parent attendance sheets .
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70% (245)	77% (262)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents need more information on academic programs in an effort to increase student achievement among all students and subgroups.	1.1. Provide parents at PTA meetings and events with more information on strategies to enhance their child's academic performance. Utilize Connect-Ed and e-blast to promote events. Use a variety of media—flyers, monthly bulletins, e-mail and website—to advertise events.	1.1. Principal, Assistant Principal, MSST Team, and PTA	1.1. Monitor attendance at PTA meetings and events and provide resources to parents on science benchmark expectations. Provide a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.	1.1. PTA meeting sign-in sheets, benchmark science assessment Identification of barriers which hindered participation by parents in parental involvement activities

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
Strategies to enhance students' academic performance	PK-5	Assistant Principal, Grade Chairpersons, Science Chairperson	Pk-5 Teachers	August 29, 2012 October 9, 2012 December 4-6, 2012	Monitor topics presented and presentation strategies used at PTA meetings to ensure a focus on scientific thinking.	Principal, Assistant Principal

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase the number of students participating in activities to design and develop Science, Technology, Engineering, and Mathematics projects.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reporting Category 2 - Earth & Space Sciences Students demonstrated difficulty in Reporting Category 2 - Earth & Space Sciences because they did not have enough hands-on experiences.	1.1. Incorporate hands-on science activities and experiments within daily lesson plans.	1.1. Principal, Assistant Principal, and Literacy Leadership Team, Science Teachers	1.1. Administrators will focus on the implementation of hands-on activities during classroom observations.	1.1. Formative: Student science logs, District Interim Assessment Summative: 2013 FCAT 2.0 Science test
2	1.2. Reporting Category - 2 - Earth & Space Sciences Students demonstrated difficulty in the integration of mathematics applications with science benchmarks.	1.2. Provide opportunities for collaboration for mathematics and science teachers to develop focus lessons and mini-assessments that integrate mathematics applications and targeted science benchmarks for grades three through five. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Integrate laboratory experiments with technology and implement methods for mathematics and science data analysis.	1.2. Principal, Assistant Principal, and Literacy Leadership Team, Science Teachers	1.2. Review lesson plans and student lab reports. Classroom walkthroughs Professional Learning Communities	1.2. Formative: District Interim Assessment Summative: 2013 FCAT 2.0 Science Test

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Integration of research and science skills	PK-5	Media Specialist Science Chairperson	Pk-5 Science Teachers	September 5, 2012 October 3, 2012 December 8, 2012	Review research projects completed by classrooms.	Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

NA Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. NA Goal NA Goal #1:	NA
2012 Current level:	2013 Expected level:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Budget:

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

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

End of NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase of instructional materials	Time for Kids	PTA	$1,772.00
CELLA				$0.00
Mathematics	Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	Additional manipulatives	EESAC	$500.00
Science	All	Science Lab materials	PTA	$15,000.00
Writing				$0.00
Attendance	Utilize morning announcements to recognize classes with improved attendance rate.	Individual classroom banners and incentives	PTA	$500.00
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
STEM	NA			$0.00
NA	NA			$0.00
				Subtotal: $17,772.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase of technological equipment 0	Printers	EESAC	$1,000.00
Mathematics	All	Go Math	PTA	$1,500.00
				Subtotal: $2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	All	Substitute for four teachers to attend data training	EESAC	$400.00
				Subtotal: $400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $20,672.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/14/2012)

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
Purchase of technological equipment (mimeos) to enhance instruction	$1,000.00

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

The Educational Excellence School Advisory Council (EESAC) will meet periodically throughout the year to review the objectives set forth in the School Improvement Plan (SIP), and the implementation of strategies. The EESAC will also review student performance data and make recommendations, as appropriate, regarding adjustments to strategies delineated in the SIP. The EESAC will also review the school budget and make recommendations regarding expenditures.

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
PALMETTO ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	89%	97%	65%	343	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	75%	76%			151	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	76% (YES)			146	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					640	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
PALMETTO ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	90%	88%	73%	344	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	72%			148	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?	64% (YES)	71% (YES)			135	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					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested