FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DR. HENRY W. MACK/WEST LITTLE RIVER ELEMENTARY SCHOOL

District Name: Dade

Principal: Martha Z. Harris

SAC Chair: Lamar Johnson

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/10/2012

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.

- 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	Martha Z. Harris	BA – English, University of Miami; MS – Guidance and Counseling, St. Thomas University; Ed.S. - Ed. Leadership, Nova Southeastern University	4	11	'12 '11 '10 '09 '08 School Grade C C D A A High Standards Rdg. 27 46 45 57 63 High Standards Math 43 68 43 87 54 Lrng Gains-Rdg. 63 51 57 61 70 Lrng Gains-Math 64 72 45 84 69 Gains-Rdg-25% 73 50 60 54 72 Gains-Math-25% 65 63 57 79 69 AMO
Assis Principal	Linette Tellez	BS – Elementary Education/ESOL Endorsement, Barry University MS –Educational Leadership, Florida International University	3	3	'12 '11 '10 '09 '08 School Grade D C A A A High Standards Rdg. 23 46 84 80 71 High Standards Math 21 68 83 82 78 Lrng Gains-Rdg. 53 51 76 76 68 Lrng Gains-Math 58 72 61 72 81 Gains-Rdg-25% 61 50 67 69 66 Gains-Math-25% 64 63 66 82 86 AMO

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)
Science	Elena Riquelme	BS-Elementary Education/ESOL Endorsement, University of Miami	3	3	'11 '10 '09 '08 '07 School Grade C D A B C High Standards Rdg. 46 45 83 60 60 High Standards Math 68 43 83 59 59 Lrng Gains-Rdg. 51 57 73 65 66 Lrng Gains-Math 72 45 76 71 62 Gains-Rdg-25% 50 60 64 66 64 Gains-Math-25% 63 57 68 77 71 AMO
Reading	LaVonia Martin	BS – Elementary Education, Florida Agriculture and Mechanical University; MS – Reading Education, Nova Southeastern University; Reading and Elementary Education Certification – State of Florida	4	4	'12 '11 '10 '09 '08 School Grade C C D F C High Standards Rdg. 27 46 45 45 67 High Standards Math 43 68 43 47 68 Lrng Gains-Rdg. 63 51 57 61 62 Lrng Gains-Math 64 72 45 47 64 Gains-Rdg-25% 73 50 60 58 58 Gains-Math-25% 65 63 57 57 64 AMO
Reading	Leticia Coello	BS-Elementary Education, Barry University MS- Reading Education Barry University Ed.S- Educational Leadership Elementary Education K-7, ESOL Endorsement, Reading K-12, Educational Leadership Certification.	2	2	'12 '11 '10 '09 '08 School Grade C A A A A High Standards Rdg. 27 83 84 80 71 High Standards Math 43 82 83 82 78 Lrng Gains-Rdg. 63 74 76 76 68 Lrng Gains-Math 64 54 61 72 81 Gains-Rdg-25% 73 64 67 69 66 Gains-Math-25% 65 58 66 82 86 AMO
Math	Lamar Johnson	BS- Public Relations, University of Florida; Elementary Education Certification- State of Florida	4	2	'12 '11 '10 '09 '08 School Grade C C D A High Standards Rdg. 27 46 45 64 High Standards Math 43 68 43 82 Lrng Gains-Rdg. 63 51 57 66 Lrng Gains-Math 64 72 45 72 Gains-Rdg-25% 73 50 60 53 Gains-Math-25% 65 63 57 87 AMO
Math	Kadie Montano	BS- Criminal Justice, Penn State Elementary Education Certification- State of Florida M.S. Education and Social Change, University of Miami	3	1	'12 '11 '10 '09 '08 School Grade C C D High Standards Rdg. 27 46 45 High Standards Math 43 68 43 Lrng Gains-Rdg. 63 51 57 Lrng Gains-Math 64 72 45 Gains-Rdg-25% 73 50 60 Gains-Math-25% 65 63 57 AMO

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. Regular meetings of new teachers with Principal	Principal	On-Going	

2	2. Partnering new teachers with veteran staff	Assistant Principal	On-Going	
3	3. Job Fairs and Teach for America Events	Principal	On-Going	
4	4. Soliciting referrals from current employees	Principal	On-Going	
5	5. Open-door policy utilized by administrators to address individual or grade level concerns	Principal Assistant Principal	On-Going	
6	6. Bi-weekly grade level meetings with all teachers	Principal Assistant Principal	On-Going	

Non-Highly Effective Instructors

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

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

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
38	26.3%(10)	34.2%(13)	31.6%(12)	7.9%(3)	34.2%(13)	60.5%(23)	7.9%(3)	0.0%(0)	34.2%(13)

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
Leticia Coello	Andrea Ruiz	Ms. Harshbarger will be teaching grade 7 reading for the first time.	The mentor and mentee meet weekly to discuss evidence-based strategies. The mentor will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning.
Leticia Coello	Karen Sewing	Ms. Sewing will be teaching grade 4 writing for the first time.	The mentor and mentee meet weekly to discuss evidence-based strategies. The mentor will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning.
Kadie Montano	Colleen O'Riley	Ms. O'Riley will be teaching grade 3 Mathematics for the first time.	The mentors and mentee meet weekly to discuss evidence-based strategies. The mentors will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning.

Kadie Montano	Daniel Diaz	Mr. Diaz will be teaching grade 3 Mathematics and Science for the first time.	The mentor and mentee meet weekly to discuss evidence-based strategies. The mentor will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning.
Lamar Johnson	VonCile Graham	Ms. Graham will be teaching grade 5 mathematics for the first time.	The mentor and mentee meet weekly to discuss evidence-based strategies. The mentor will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, 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

At Dr. Henry W. Mack/West Little River K – 8 Center services are provided to ensure students requiring additional remediation are assisted through before and after school tutorial programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Subject area coaches (Reading/Math/Science) develop, lead, and evaluate school core content standards/programs. The subject area coaches also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They work with district personnel to identify systematic patterns of student need and identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk.” They also 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and neglected and delinquent students.

Title I, Part C- Migrant

At this time, Dr. Henry W. Mack/West Little River K - 8 Center does not have any migrant students.

Title I, Part D

Dr. Henry W. Mack/West Little River K – 8 Center receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

Title II

Dr. Henry W. Mack/West Little River K – 8 Center uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teachers (MINT) Program
• Training for add-on endorsement programs such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Dr. Henry W. Mack/West Little River K – 8 Center has a trained PDL and PLC facilitator that will be utilized to provide professional development and facilitation throughout the school.

Title III

Dr. Henry W. Mack/West Little River K – 8 Center Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial programs
• Parent outreach activities
• Coaching and mentoring for ESOL and content area teachers
• Professional development on best practices for ESOL and content area teachers
• Reading and supplementary instructional materials
• Hardware and software for the development of language and literacy skills in reading was purchased by the district to be

used by ELL and immigrant students at our school
The above services will be provided should funds become available for the 2012-13 school year and should the FLDOE approve the application.

Title X- Homeless

• Dr. Henry W. Mack/West Little River K – 8 Center Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• 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.

Supplemental Academic Instruction (SAI)

Dr. Henry W. Mack/West Little River K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

At Dr. Henry W. Mack/West Little River K – 8 Center the Safe and Drug-Free Schools Program addresses violence prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. The teachers and counselor work collaboratively to ensure that the curriculum is implemented in an effective manner. Training and technical assistance for school teachers, administrators, counselors, and Safe School Specialists is also a component of this program. Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management, and crisis management.

Nutrition Programs

Dr. Henry W. Mack/West Little River K – 8 Center adheres to and implements the nutrition requirements stated on 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 Wellness Policy.

Housing Programs

• The Homeless Assistance Program at Dr. Henry W. Mack/West Little River K - 8 Center 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 Dr. Henry W. Mack/West Little River K – 8 Center with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for Dr. Henry W. Mack/West Little River K – 8 Center's registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act. This ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign that is used at Dr. Henry W. Mack/West Little River K – 8 Center and all schools. Dr. Henry W. Mack/West Little River K – 8 Center is provided a video and curriculum manual. A contest is also sponsored by the Homeless Trust - a community organization.

Head Start

Head Start programs are located off campus in the community surrounding Dr. Henry W. Mack/West Little River K – 8 Center. Staff collaborates with them through a scheduled preview for their students in the spring to familiarize them with the Kindergarten program.

Adult Education

Not Applicable

Career and Technical Education

Dr. Henry W. Mack/West Little River K – 8 Center provides a Career and Truck Day to present an in-depth understanding of the various facets of future career opportunities. In addition, career centered discussions are done within content areas.

Job Training

Not Applicable

Other

Dr. Henry W. Mack/West Little River K – 8 Center is fortunate to have the Health Connect in Our Schools Program (HCiOS) in

the building. HCiOS offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds. Their services reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral interventions in a timely manner. HCiOS also enhances the health education activities provided by the school and by the health department. This assures that all students receive health education. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality health care program.

Dr. Henry W. Mack/West Little River K – 8 Center involves parents in the planning and implementation of the Title I program and extends an open invitation to the school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The school increases parental engagement/parental involvement through developing the Title I Student-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting; and other documents/activities. The school conducts informal parent surveys to determine specific needs for our parents, and schedule workshops, Parent Academy workshops, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. The principal completes Title I Administration Parental Involvement Monthly school reports and submits it to Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive on-going data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated Instruction/Intervention, Classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!), a federally funded grant, is a district-wide initiative designed to assist in achieving the Miami Dade County Public Schools' District's Strategic Plan goal to expand the availability and access to high quality public school choice options for all parents in Miami Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
MTSS Leadership is an extension of the Dr. Henry W. Mack/West Little River K – 8 Center's Instructional Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

The Principal provides a common vision for the use of data-based decision-making and ensures that the team is implementing RtI. The principal conducts assessments of RtI skills of staff and ensures implementation of intervention support and documentation. The principal also ensures that necessary professional development is provided to all staff to support implementation.

The General Education Teachers (Primary and Intermediate) provide information about core instruction and participate in student data collection. They also deliver Tier 1 instruction/intervention and collaborate with Coaches and other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities.

The Special Education (SPED) Teachers participate in student data collection and collaborate with general education teachers through such activities as consultation and collaboration. They also function as a resource in the area of intervention and provide General Education teachers with additional intervention assistance as needed to ensure the success of all students.

The Reading Coaches develop, lead, and evaluate Language Arts and Reading standards and programs. The Coaches work with the Language Arts and Reading teachers to implement scientifically based curriculum and intervention approaches. They analyze assessment data and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coaches assist with whole school screening programs and analyze the data to ensure that interventions and assistance is provided to students and teachers as needed. They also assist in the design and implementation for progress monitoring, data collection, and data analysis. Professional development design and delivery is implemented and modeled by them. The coaches provide additional support for assessment and implementation monitoring as well.

The Mathematics Coach develops, leads, and evaluates Mathematics content standards and programs. The Coach will identify and ensure implementation of scientifically based curriculum and intervention approaches. Additionally, the Coach will identify

systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers based on their assessment results.

The Science Coach develops, leads, and evaluates Science content standards and programs. The Coach will identify and ensure implementation of scientifically based curriculum and intervention approaches. Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers based on their assessment results. The Science Coach will ensure that all students receive laboratory and hands-on experiences both in the classroom and the Science Lab.

The School Psychologist participates in collection, interpretation, and analysis of data. The Psychologist also facilitates development of intervention plans and provides support for intervention fidelity and documentation. Professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation are provided as needed. The Psychologist is an integral part of the data-based decision making activities.

The Speech Language Pathologist (SLP) (as needed) educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. The SLP also assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

The School Counselor and School Social Worker provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team in collaboration with the designated RtI team members will meet Fridays to focus on student achievement and the utilization of data to ensure that the students progress and continue to excel academically. The team meets on Thursdays, 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 data, the team will identify professional development and curriculum resources.
• The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
• The team will 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 will meet with the Educational Excellence School Advisory Council (EESAC) and the Principal to help in the development of the SIP. In addition, the team will provide data to:
• Identify Tier 1, 2, and 3 students;
• Address academic , social, and emotional areas of need
• Set clear expectations for instruction (Rigor, Relevance, Relationship);
• Facilitate with the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing);
• Align processes with procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement (CBM), Florida Kindergarten Readiness Screener (FLKRS)

Progress Monitoring: PMRN and FCAT simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Interim Assessments, and Monthly Assessments

End of year: FAIR, FCAT, Interim Assessments

Frequency of Data Days: twice a month for data analysis

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students.
• adjust the delivery of behavior management system.
• adjust the allocation of school-based resources.
• drive decisions regarding targeted professional development.
• create student growth trajectories in order to identify and develop interventions.
2. Managed data will include:
Academic: FAIR assessments, Interim assessments State/Local Math and Science assessments, FCAT Student grades, School-site specific assessments.
Behavior: Student Case Management System, Detentions, Suspensions/expulsions, Referrals by student behavior, and administrative context Office referrals per day per month Team climate surveys Attendance Referrals to special education programs

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Martha Harris, Principal; Linette Tellez, Assistant Principal; Leticia Coello, Reading Coach; Lavonia Martin, Reading Coach; Kristen Hernandez, Reading Coach; ; Mia Lafrance, School Counselor; Enrique Lorenzo-Luaces, School Psychologist; Lourdes Tomas, Media Specialist; Andrea Conde, Kindergarten Teacher; Mary Laskey, 1st Grade Teacher; Bonita Howard, 2nd Grade Teacher; Ashley Miller, 3rd Grade Reading Teacher; Ms. Delgado, 4th Grade Reading Teacher; Latritia Johnson-Smith, 5th Grade Reading Teacher; Shavely Peralta, 6th Grade Teacher, Andrea Ruiz, Grade 7 Reading Teacher.

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

The school-based LLT will meet monthly to discuss and analyze student data. Data is comprised of Interim Assessments, FAIR results and FCAT scores, in addition to teacher-generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available. Adjustments are made to the instructional focus calendar to target areas identified by the data to be in need of improvement.

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

The LLT will create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will create periodic classroom assessments for teachers to administer. Data from these assessments will be used to assist teachers with specific instruction and strategies to increase student achievement. The school-based LLT will meet monthly to discuss and analyze student data. Data is comprised of Interim Assessments, FAIR results and FCAT scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions will be made based on the most current data available. Adjustments are made to the instructional focus calendar to target areas identified by the data to be in need of improvement.

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.

Title I Administration assists the Dr. Henry Mack/West Little River K – 8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I program further provides assistance for pre-school transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

Preschool children and parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are:
• Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two subscales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor (Body Movement and Object Movement)
• Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness, segmenting, concept of print, alliteration, and blending
• Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and behavioral concerns
• FAIR
• FLKRS

The staff responsible for the implementation of the curriculum is the teacher and para-professional. The para-professional implements the high scope curriculum with a small group of students, as well as facilitates the plan-to-do review portion of high scope. Parental involvement is maintained by the parents completing the district volunteer application, and encouraged to volunteer in the classroom. VPK is the program offered at our school. The funding resources for these programs are Title I. Students' readiness for Kindergarten is assessed through articulation between Pre Kindergarten and Kindergarten teachers. Parents are provided with an orientation meeting.

Expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

*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.

Reading strategies will be infused in the core subject areas and elective courses. As there will only be two sixth grade teachers reading strategies will be a component of the weekly common planning sessions. Strategies such as CRISS, the use of graphic organizers, understanding and generating Higher Order Questions will be presented to teachers throughout the common planning session.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

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 indicates that 19% of students achieved proficiency (Level 3.) Our goal for the 2012-2013 school year is to increase the percentage of students meeting a mastery level of 3 by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (42)	26% (68)

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 Reading FCAT are as follow: Reading Application, vocabulary, literary elements and informational text. There is a lack of exposure to non- fiction texts, therefore causing difficulties with the comprehension when reading informational texts. The students lack the abilities to analyze & synthesize due to minimal use of Rigor in the classroom.	Use interactive journals to effectively utilize the gradual release model to deliver and monitor instruction. Extension of reading activities through written responses. Consistent use of the Accelerated Reader program and Success Maker	RtI Leadership team will monitor and assist with implementation of reading strategies. Reading Coach. K – 7 Reading Teachers. Administration	Ongoing classroom assessments focusing on students' identification of weakness with reading application, vocabulary, non-fiction texts and literary elements. Student work samples. Teacher Observation through coaching cycle Administrative Observations	Benchmark and FOCUS Assessments. Formative: Interims Summative: FCAT
2	The students lack the ability to analyze Higher Order Thinking Questioning.	Develop higher order questioning during common planning Use coaching cycle to provide teachers with support and guidance of reading instruction	Reading Coach. K – 7 Reading Teachers. Administration	Teacher Observation through coaching cycle Administrative Observations	Benchmark and FOCUS Assessments. Formative: Interims Summative: FCAT
3	Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.	Provide teachers with ideas during common planning, professional development and coaching cycle to ensure strategies are understood and utilized.	RtI Leadership team will monitor and assist with implementation of reading strategies Reading Coach. K – 7 Reading Teachers. Administration	Teacher Observation through coaching cycle Administrative Observations	Benchmark and FOCUS Assessments. Formative: Interims Summative: FCAT

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.O indicate that 9% of students achieved a Level 4 or above. Our goal for the 2011-2012 school year is to provide enrichment opportunities that will increase the percentage of students scoring above proficiency by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (19)	12% (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	The area which showed substantial levels of proficiency and would require students to maintain or improve performance. The students lack the ability to apply what they are reading. The students lack the ability to analyze Higher Order Thinking Questioning. Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.	Students will use grade-level appropriate texts that involves the use of analytical thinking and depth of knowledge in order to effectively comprehend texts. Demonstrate the ability to answer questions that involve and in depth understanding of what is being read. Develop Higher Order Thinking Questions during common planning time in order to support and guide teachers through the development of higher order thinking questions Through coaching cycles	RtI Leadership team will monitor and assist with implementation of reading strategies K – 7 Reading Teachers. Administration Reading Coach	Ongoing classroom assessments focusing on students' ability to analyze and synthesize content being read and questions being asked. Student work samples RtI Leadership Team will meet with teachers during common planning to monitor and assist with the implementation of the reading strategies. Classroom Observations	Benchmark and FOCUS Assessments Formative: Interims Summative: FCAT

		provide teachers support using Webb's Depth of Knowledge. Provide engaging enrichment opportunities for students.			

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.O indicates that 63% of students made learning gains in Reading. Our 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percentage of students making learning gains by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (90)	68% (97)

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
	Although an increase in learning gains was made (2011-51%, 2012-63%) students are still lacking basic fundamental reading skills (phonics, fluency and comprehension) in order to comprehend on grade level material. The students lack the ability to analyze Higher	Provide students in grades K-7 additional remediation in the foundational reading skills that they lack. This will be done through a Foundational Course Continuum integrating common core standards. Students in Grades 6 & 7 will be receiving additional remediation	RtI Leadership team Reading Coaches Administration K – 7 Teachers	Classroom Observations Ongoing classroom assessments K – 5 SuccessMaker Reports Grade 6 – 7 Voyager Checkpoints	FAIR, District, and School-site assessment data Monthly assessments based on students targeted foundation skill area Mini assessments on instruction

1	Order Thinking Questioning. Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.	through Passport to Journeys. Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during instruction. Differentiated Instruction during small group block based on specific student weaknesses using FAIR data Through coaching cycles provide teachers support using Webb's Depth of Knowledge. Develop Higher Order Thinking Questions during common planning time. Provide professional development for teachers during common planning on interactive reading strategies			conducted during small group Voyager Checkpoints & Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.O indicate that 73% of the students in the lowest 25% achieved a learning gain. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percentage of students making learning gains by 4 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:

73% (31)	78% (34)

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	Although an increase in learning gains was made (2011-50%, 2012-73%) students are still lacking basic fundamental reading skills (phonics, fluency and comprehension) in order to comprehend on grade level material. The students lack the ability to analyze Higher Order Thinking Questioning. Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.	Provide students in grades K-5 additional remediation in the foundational reading skills that they lack. This will be done through a Foundational Course Continuum integrating common core standards. Students in Grades 6 & 7 will be receiving additional remediation through Passport to Journeys. Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during instruction. Differentiated Instruction during small group block based on specific student weaknesses using FAIR data Through coaching cycles provide teachers support using Webb's Depth of Knowledge. Develop Higher Order Thinking Questions during common planning time. Provide professional development for teachers during common planning on interactive reading strategies	RTI Leadership Team Reading Coaches Administration	Ongoing classroom assessments Classroom Observations K – 5 SuccessMaker Reports Grades 6 – 7 Voyager Checkpoints	FAIR, District, and School-site assessment data Monthly assessments based on students targeted foundation skill area Mini assessments on instruction conducted during small group Voyager Checkpoints & Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Our goal for the Annual Measureable Objective is to increase the percentage of students proficient to 55% and reduce the number of Level 1and 2 students to 45%. Our goal from 2011-2017 is to reduce the percent of non-proficient					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	42%	48%	53%	59%	

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	Our goal for the 2012-2013 school year is to provide

satisfactory progress in reading. Reading Goal #5B:	appropriate interventions and remediation to increase the percent of students in the Black and Hispanic subgroups by 7 percentage points worth of learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 24% (33) Hispanic: 33% (26)	Black:41% (56) Hispanic: 41% (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	Students lack basic reading comprehension skills in order to function at grade level. The students lack the ability to analyze Higher Order Thinking Questioning. Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal. The students lack the abilities to analyze & synthesize due to minimal use of Rigor in the classroom.	Identify Tier 2 and 3 students, place in appropriate intervention groups, using a Foundational Skills Continuum, and monitor student progress using data. Grade 6 & 7 students intervention through Passport to Journey during small group instruction Accelerated Reader Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during instruction. Implementation of ETO Framework Through coaching cycles provide teachers support using Webb's Depth of Knowledge. Develop and demonstrate the use of Higher Order Thinking Questions	RTI Leadership Team Reading Coaches K – 7 Reading Teachers Administration	Classroom Observations K – 5 SuccessMaker Reports Grades 6 – 7 Voyager Checkpoints	FAIR, District, and School-site assessment data Foundational Skills Continuum Assessments Voyager Checkpoints Formative: Interims Summative: FCAT

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:	Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the English Language Learners subgroups by 3 percentage points making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (12)	31% (13)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic reading comprehension skills in order to function at grade level. The students lack the ability to analyze Higher Order Thinking Questioning. Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal. The students lack the abilities to analyze & synthesize due to minimal use of Rigor in the classroom.	Identify Tier 2 and 3 students, place in appropriate intervention groups, using a Foundational Skills Continuum, and monitor student progress using data. Grade 6 & 7 students intervention through Passport to Journeys small group instrcution. Accelerated Reader Imagine Learning Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during instruction. Implementation of ETO Framework Through coaching cycles provide teachers support using Webb's Depth of Knowledge. Develop and demonstrate the use of Higher Order Thinking Questions during common planning and a lesson study.	RTI Leadership Team Reading Coaches. K – 7 Reading Teachers Administration	Classroom Observations SuccessMaker Reports Imagine Learning Reports	FAIR, District, and School-site assessment data Foundational Skills Continuum Assessments Voyager Checkpoints Formative: Interims Summative: FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making	Our goal for the 2012-2013 school year is to provide

satisfactory progress in reading. Reading Goal #5E:	appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged subgroup making learning gains by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (57)	41% (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	Students lack basic reading comprehension skills in order to function at grade level. Lack of Higher Order Thinking Questioning Lack of Interactive Reading Strategies Lack of Rigor	Identify Tier 2 and 3 students, place in appropriate intervention groups, using a Foundational Skills Continuum, and monitor student progress using data. Grade 6 & 7 students intervention through Voyager groups. Accelerated Reader Explicit Instruction (I do, we do, they do, you do) Implementation of ETO Framework Through coaching cycles provide teachers support using Webb's Depth of Knowledge. Develop and demonstrate the use of Higher Order Thinking Questions during common planning and a lesson study.	RTI Leadership Team Reading Coach Administration K – 7 Reading Teachers	Classroom Observations SuccessMaker Reports	FAIR, District, and School-site assessment data Foundational Skills Continuum Assessments Voyager Checkpoints Formative: Interims Summative: FCAT

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
Voyager	Grades 6 & 7	Voyager	Reading Teachers Grade 6 & 7	September 2012	CheckPoints	L. Coello L. Tellez
Increasing Rigor: What is it? How does it look?	K - 7	Coaches	All Teachers	September – November 2012	Lesson Plans, Student Work Samples	L. Coello L. Tomas L. Martin M. Harris L. Tellez

Analyzing Data and the Implications	K - 7	Coaches and Assistant Principal	Subject Areas and Grade Levels	Ongoing (August 2012 – May 2013)	Data, Student Groups, Student Work Samples	L. Coello L. Martin M. Harris L. Tellez
Working on the Work: Working on the Craft of Teaching Literacy Skills	K – 7	Reading Coaches	All Reading Teachers – PLC's	Ongoing (August 2012 – May 2013)	Lesson Plans, Student Work Samples, Data	L. Coello L. Martin M. Harris L. Tellez
STAR and Accelerated Reader Professional Development	Grades 1 – 7	Ms. Tomas	Teachers Grades 1 – 7	September 2012	Accelerated Reader Reports	L. Tomas L. Tellez
SuccessMaker	Grades K – 7	SuccessMaker	Teachers Grades 1 – 7	September 2012	SuccessMaker Reports	L. Martin L. Coello L .Tomas L. Tellez
Common Core State Standards	K-2	Ms. Martin	Teacher Grades K - 2	September 2012	Lesson Plans	L. Martin M. Harris L. Tellez

Reading Budget:

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

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:	Our goal for the 2012-2013 school year is to increase the percent of students meeting proficiency by 10 percentage points in the Listening and Speaking section of the CELLA exam.
2012 Current Percent of Students Proficient in listening/speaking:	

36% (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	Encouraging students to speak proper English when improper vernacular is being used by peers.	Teacher will model the proper use of the English language when delivering lessons and assisting students while encouraging students to communicate with each other without the use of slang. Imagine Learning	K – 7 Classroom Teacher Reading Coach Administration RTI Team	Teacher Observations Imagine Learning Reports	2013 CELLA Listening/ Speaking Test

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:	Our goal for the 2012-2013 school year is to increase the percent of students meeting proficiency by 10 percentage points in the Reading section of the CELLA exam.

2012 Current Percent of Students Proficient in reading:

24% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The overall Reading score on the 2012 FCAT in grades 3-6 was 27% proficiency. ESOL students in grades 3-6 meeting proficiency on the FCAT was less than 17% with only 7 out of 43 students scoring a level 3 or above.	Explicit Reading Instruction (I do, we do, they do, you do)	RtI Leadership team K – 7 Reading/ESOL Teachers. Administration	Ongoing classroom assessments Student work samples Classroom Observation	2013 CELLA Reading Test
2	Lack of Higher Order Thinking Questioning	Develop and demonstrate the use of Higher Order Thinking Questions during common planning and a lesson study.	RtI Leadership team K – 7 Reading/ ESOL Teachers. Administration	RtI Leadership Team will meet with teachers during common planning to monitor and assist with the creation and implementation of higher order thinking questions. Classroom Observations	2013 CELLA Reading Test FAIR, District, and School-site assessment data Student work samples
3	Lack of Interactive Reading Strategies	Provide professional development to support and guide teachers through the development and implementation of interactive reading strategies.	RtI Leadership team K – 7 Reading/ESOL Teachers. Administration	RtI Leadership Team will meet with teachers during common planning to monitor and assist with the development and implementation of interactive reading strategies. Classroom Observations	2013 CELLA Reading Test FAIR, District, and School-site assessment data Student work samples

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Our goal for the 2012-2013 school year is to increase the percent of students meeting proficiency by 10 percentage points in the Writing section of the CELLA exam.
2012 Current Percent of Students Proficient in writing:	
18% (15)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack fundamental writing skills and knowledge of the writing process.	Interactive theme charts/word walls for writing Explicit Writing Instruction (I do, we do, they do, you do)	RtI Leadership team K – 7 Teachers. Reading Coach	Student Writing Notebooks Classroom Observations Leadership team will monitor and assist during common planning	2013 CELLA Writing Test.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Our goal for the 2011-2012 school year is to increase the percentage of students achieving at or above proficiency by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (52)	35% (57)

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 Mathematics test, was in the Reporting Category of Number & Operations. Percent of students that were deficient in Numbers & Operations for 2012: Grade 3: 62% Grade 4: 56% Grade 5: 45%	Provide contexts for mathematical exploration and the development of student understanding of numbers and fractions through the use of manipulatives and engaging opportunities for practice. Use manipulatives during instruction to draw connections to representational and abstract concepts. Model the use of manipulatives each time before students work with them individually or in small groups. Use structured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc) during activities. Ensure that students understand how to complete the graphic organizer by modeling each step on the board first. Create Interactive Journals following the ETO recommended format for all students in all grade levels to be used consistently on a daily basis in both Mathematics and Science. Conduct a lesson study to build capacity of faculty in classroom discourse.	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Classroom assessments, school site specific assessments and student grades Classroom Observations	Interim assessments and FCAT Student work folders. Administration & Coaches log.

2	Students lack the real world application of numbers & operation concepts. They are unable to move from the concrete, to the representational, then to the abstract.	Provide grade-level appropriate activities that promote modeling, describing, analyzing, and comparing of fractions & numbers that develop concepts and skills through experiences to build conceptual understanding of numbers and operations. Use hands-on manipulatives with fidelity. Provide weekly opportunities for teachers and students to use the Math lab to engage in hands-on mathematics activities. Develop a calendar for grade K-5 to utilize the math lab and use the lab to model whole group and differentiated instruction. Develop content knowledge of teachers during common planning and through professional learning communities (PLC).	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Classroom Observations, and project-based assessments	Interim assessments, monthly assessments, and FCAT Administration & Coaches Log Math Lab Sign-In Sheet

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our goal for the 2011-2012 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency by 2 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (43)	28% (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	The area which showed substantial levels of proficiency and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Math Test was the Reporting Category of Geometry and Measurement.	Use hands-on manipulatives with fidelity. Engage students in enrichment activities to use technology resources such as Riverdeep, Destination Math, Gizmos or the National Library of Virtual Manipulatives.	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Classroom assessments, observations and project-based assignments	School-site specific assessments, Interim assessments and FCAT
2	Students lack an understanding of their Developmental Scale Score and how many points they need to maintain or score above proficiency.	Provide students with monthly data chats so that they can be aware of the progress they have made throughout the school year and what their areas of weakness are. Create and post classroom data charts to display student progress following each assessment. - Engage students in the debriefing process by developing student data-chat folders and individually meeting with students to discuss strengths and deficiencies from each assessment. - Create and post classroom data charts to display student progress following each assessment. - Engage students in the debriefing process by developing student data-chat folders and individually meeting with students to discuss strengths and deficiencies from each assessment. Provide students with enrichment opportunities to provide additional instruction on strong areas and interventions for areas of weakness based on FCAT data.	RTI Leadership Team Administration K – 7 Math Teachers	Classroom assessments, school site specific assessments and student grades	Interim assessments, monthly assessments, and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 64% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percentage of students making learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
)64%(91)	69% (98)

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 percentages of students making learning gains in mathematics are as follows: 2012:64% 2011: 72% 2010: 45% Limited time for students to use utilize technology.	Engage students in activities to use technology (such as Gizmos, Riverdeep® , FCAT Explorer or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of mathematical concepts. Provide students with the opportunity to use technology through scheduled math lab times and within the classrooms through center rotations. Use hands-on manipulatives with fidelity. Engage students in enrichment activities to use technology	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Program reports, data binders and student grades	Reports from computer programs, BBA's, Interim assessments and FCAT

		resources such as Riverdeep, Destination Math, Gizmos or the National Library of Virtual Manipulatives.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 65% of students in the lowest 25% made learning gains in mathematics. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation to increase the percent of students in the lowest 25% making learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (27)	70% (29)

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 percentages of students in the lowest 25% making learning gains in mathematics are as follows: 2012:65% 2011: 63% 2010: 57% Students lack basic mathematical skills to function at grade level.	Early identification of lowest 25% along with homogeneously grouping students. Use of the RTI tiered process to assist low performing students. Use of Instructional Focus Calendars to target deficient benchmarks.	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Benchmark assessment data reports, data chats to review and adjust intervention	Formative assessments and data reports Data chats

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 for the Annual Measureable Objective is to increase the percentage of students proficient to 83% and reduce the number of Level 1and 2 students to 16% over the next six years. Our goal from 2011-2017 is to reduce the			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	55%	60%	64%	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:	Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Black and Hispanic subgroups making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black:43% (58) Hispanic:44% (34)	Black:56% (76) Hispanic: 52% (41)

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 inconsistent implementation of small group instruction during the mathematics block	Implement a rotation schedule for small group instruction that will address individual learning styles during the mathematics 60 minute instructional block.	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	RtI team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom assessments Classroom Observations	Interim and benchmark assessments data, FOCUS mini-assessments. Lesson Plans Instructional Focus Calendar

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (18)	52% (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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal for the 2011-2012 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged subgroup making learning gains by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (84)	66% (90)

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
	Students lack basic mathematical skills to function at grade level	Early identification of students. Placement in appropriate interventions. Monitor student progress and regroup using data. Incorporate a variety of questioning strategies into lesson delivery. Display the essential question on the Promethean Board as an	RTI Leadership Team Administration Math Coach K – 7 Math Teachers	Review of data reports by RTI Leadership Team Classroom Observation	Interim and benchmark assessments data

1		introduction to each lesson and refer to it throughout instruction. Require student accountable talk to justify correct answers and explain incorrect answers. Collaborate during PLCs to write higher order questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer. Use questioning techniques such as re-directing, wait-time and prompting. Encourage students to research answers to questions that may be off-topic in order to keep the class on-task.			
		Display the essential question on the Promethean Board as an introduction to each lesson and refer to it throughout instruction. Require student accountable talk to justify correct answers and explain incorrect answers. Collaborate during PLCs to write higher order questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer. Use questioning techniques such as re-directing, wait-time and prompting. Encourage students to research answers to questions that may be off-topic in order to keep the class on-task.			

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 24% of students achieved proficiency (Level 3.) Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (10)	29% (12)

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 Mathematics test, was in the Reporting Category of Fractions, Ratios/Proportional Relationships & Statistics. Percent of students that were deficient in Reporting Category of Fractions, Ratios/Proportional Relationships & Statistics : Grade 6: 44%	Provide contexts for mathematical exploration and the development of student understanding of numbers and fractions through the use of manipulatives and engaging opportunities for practice. Use manipulatives during instruction to draw connections to representational and abstract concepts. Model the use of manipulatives each time before students work with them individually or in small groups. Use structured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc) during activities. Ensure that students understand how to complete the graphic organizer by modeling each step on the board first. Create Interactive Journals following the ETO recommended format for all students in all grade levels to be used consistently on a daily basis in both Mathematics and Science. Conduct a lesson study to build capacity of faculty in classroom discourse.	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Classroom assessments, school site specific assessments and student grades Classroom Observations	Interim assessments and FCAT Student work folders. Administration & Coaches log.
	Students lack the real world application of fraction concepts. They are unable to move from the concrete, to the representational, then to	Provide grade-level appropriate activities that promote modeling, describing, analyzing, and comparing of fractions that develop concepts	RTI Leadership Team Math Coach K – 7 Math	Classroom Observations, and project-based assessments	Interim assessments, monthly assessments, and FCAT

2	the abstract.	and skills through experiences to buile conceptual understanding of fractions. Use hands-on manipulatives with fidelity. Provide weekly opportunities for teachers and students to use the Math lab to engage in hands-on mathematics activities. Develop a calendar for grade K-5 to utilize the math lab and use the lab to model whole group and differentiated instruction.	Teachers Administration		Administration & Coaches Log Math Lab Sign-In Sheet

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 15% of students level 3 and 4. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (6).	19% (8)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed substantial levels of proficiency and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Math Test was the Reporting Category of Geometry and Measurement.	Use hands-on manipulatives with fidelity. Engage students in enrichment activities to use technology resources such as Riverdeep, Destination Math, Gizmos or the National Library of Virtual Manipulatives.	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Classroom assessments, observations and project-based assignments	School-site specific assessments, Interim assessments and FCAT
2	Students lack an understanding of their Developmental Scale Score and how many points they need to maintain or score above proficiency.	Provide students with monthly data chats so that they can be aware of the progress they have made throughout the school year and what their areas of weakness are. Create and post classroom data charts to display student progress following each assessment. - Engage students in the debriefing process by developing student data-chat folders and individually meeting with students to discuss strengths and deficiencies from each assessment. - Create and post classroom data charts to display student progress following each assessment. - Engage students in the debriefing process by developing student data-chat folders and individually meeting with students to discuss strengths and deficiencies from each assessment. Provide students with enrichment opportunities to provide additional instruction on strong areas and interventions for areas of weakness based on FCAT data.	K – 7 Math Teacher Math Coach Administration RTI Leadership Team	Classroom assessments, school site specific assessments and student grades	Interim assessments, monthly assessments, and FCAT Student work folders Data Chat Protocol Sheets

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 64% of students made a learning gain. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percentage of students making learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(26)	69% (28)

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 percentages of students making learning gains in mathematics are as follows: 2012:64% Limited time for students to use utilize technology.	Engage students in activities to use technology (such as Gizmos, Riverdeep® , FCAT Explorer or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of mathematical concepts. Provide students with the opportunity to use technology through scheduled math lab times and within the classrooms through center rotations. Use the gradual release model to guide students through the proper use of manipulatives and direct them from dependency of manipulatives, using C-R-A model. Use hands-on manipulatives with fidelity.	RTI Leadership Team Math Coach Administration K – 7 Math Teacher	Program reports, data binders and student grades	Reports from computer programs, BBA's, Interim assessments and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment:	

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates 65% of students in the lowest 25% made a learning gain. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation to increase the percent of students in the lowest 25% making learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(27)	70% (29)

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 percentages of students in the lowest 25% making learning gains in mathematics are as follows: 2012:65% Students lack basic mathematical skills to function at grade level.	Early identification of lowest 25% along with homogeneously grouping students. Use of the RTI tiered process to assist low performing students. Use of Instructional Focus Calendars to target deficient benchmarks. Engage students in activities to use technology (such as Gizmos, Riverdeep® , FCAT Explorer or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of	RTI Leadership Team Math Coach Administration K – 7 Math Teachers	Benchmark assessment data reports, data chats to review and adjust intervention	Formative assessments and data reports Data chats

			mathematical concepts. Provide students with the opportunity to use technology through scheduled math lab times and within the classrooms through center rotations. Use the gradual release model to guide students through the proper use of manipulatives and direct them from dependency of manipulatives, using C-R-A model. Use hands-on manipulatives with fidelity.			
	2	Students lack the real world application of basic mathematic concepts through the use of manipulatives. They are unable to move from the concrete, to the representational, then to the abstract.	Use the gradual release model to guide students through the proper use of manipulatives and direct them from dependency of manipulatives. Plan lessons following the "Introduction - I DO - WE DO – THEY DO-YOU DO – Closure" format. Implement the ETO created collaborative strategies calendar in all Mathematics classrooms. Utilize one collaborative strategy per lesson. Use the Promethean board to drive the entire lesson, including the CBC, essential question, the introduction, I-DO, WE-DO, YOU-DO and Closing. Engage students in hands-on and small group activities. Use manipulatives during instruction to draw connections to representational and abstract concepts. Model the use of manipulatives each time before students work with them individually or in small groups. Develop a calendar for grade K-7 to utilize the math lab and use the lab to model whole group and differentiated instruction. Incorporate various methods (i.e., whole group differentiation, centers, varying learning modalities) of Differentiated Instruction into mathematics lessons	RTI Leadership Team Math Coach K – 7 Math Teachers Administration	Classroom Observations, and project-based assessments	Interim assessments, monthly assessments, and FCAT Administration & Coaches Log Math Lab Sign-In Sheet

		during the lesson study process. Develop a monthly skills calendar focusing on the weakest benchmarks. Provide weekly opportunities for teachers and students to use the Math lab to engage in hands-on mathematics activities.			

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%.			Middle School Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Black and Hispanic subgroups making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43%(58) Hispanic:44% (34)	Black: 56% (76) Hispanic: 52% (41)

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 inconsistent implementation of small group instruction during the mathematics block.	Implement a rotation schedule for small group instruction that will address individual learning styles during the mathematics 60 minute instructional block.	RTI Leadership Team Math Coach Administration K – 7 Math Drills	RtI team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Interim and benchmark assessments data, FOCUS mini-assessments. Lesson Plans Instructional Focus Calendar

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:	Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of ELL students making learning gains by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

43% (18)	52% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic mathematical skills to function at grade level.	Use the gradual release model to guide students through the proper use of manipulatives and direct them from dependency of manipulatives. Plan lessons following the "Introduction - I DO - WE DO – THEY DO-YOU DO – Closure" format. Implement the ETO created collaborative strategies calendar in all Mathematics classrooms. Utilize one collaborative strategy per lesson. Use the Promethean board to drive the entire lesson, including the CBC, essential question, the introduction, I-DO, WE-DO, YOU-DO and Closing. Engage students in hands-on and small group activities. Use manipulatives during instruction to draw connections to representational and abstract concepts. Model the use of manipulatives each time before students work with them individually or in small groups. Develop a calendar for grade K-7 to utilize the math lab and use the lab to model whole group and differentiated instruction. Incorporate various methods (i.e., whole group differentiation, centers, varying learning modalities) of Differentiated Instruction into mathematics lessons during the lesson study process.	RTI Leadership Team Administration K – 7 Math Teachers Math Coach	Review of data reports by RTI Leadership Team	Interim and benchmark assessments data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged subgroup making learning gains by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(90)	56% (118)

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
	Students lack basic mathematical skills to function at grade level.	Early identification of students. Placement in appropriate interventions. Monitor student progress and regroup using data. Incorporate a variety of questioning strategies into lesson delivery. Display the essential question on the Promethean Board as an introduction to each lesson and refer to it throughout instruction. Require student accountable talk to justify correct answers and explain incorrect answers. Collaborate during PLCs to write higher order questions as well as the answers to the questions to include in each lesson	RTI Leadership Team Administration K – 7 Math Teachers Math Coach	Review of data reports by RTI Leadership Team	Interim and benchmark assessments data

1		plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer. Use questioning techniques such as re-directing, wait-time and prompting. Encourage students to research answers to questions that may be off-topic in order to keep the class on-task. Display the essential question on the Promethean Board as an introduction to each lesson and refer to it throughout instruction. Require student accountable talk to justify correct answers and explain incorrect answers. Collaborate during PLCs to write higher order questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer. Use questioning techniques such as re-directing, wait-time and prompting. Encourage students to research answers to questions that may be off-topic in order to keep the class on-task. Incorporate the use of popsicle sticks with student names to call on students randomly when asking lower-order questions (or other similar strategy). Engage students in "think-pair-share" and “write-pair-share” activities during teacher modeled instruction and guided practice when asking higher-order questions. Incorporate the use of white boards for student response			

Algebra End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC 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
Lesson Study	K-7	Math Coach	K-7 Teachers	September 2012	Classroom Observations	Administration & Math Coach
Unwrapping the NGSSS & Common Core	K-7	Math Coach	K-7	August 2012	Classroom Observations	Administration & Math Coach
Discovery Learning, Promethean board, and Gizmos	K-7	Math Coach	K-7 Teachers	September 2012	Classroom Observations	Administration & Math Coach

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (19)	43% (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	The area of deficiency as noted on the 2012 administration of the Science FCAT 2.0 was Physical Science.	Utilize Professional Learning Communities to enhance teachers' knowledge of the content, unwrap benchmarks, and share instructional strategies. -Meet regularly and consistently with teachers. -Teachers will focus their instruction on student learning data. -Teachers will come to common planning with pre-planned lessons. Lead Teachers in the Lesson Study process focusing on specific instructional strategies from the ETO Action Plan. -Train teachers on the Lesson Study process. -Complete a full Lesson Study Cycle with all 3rd through 5th grade teachers. -Conduct consistent follow-ups to monitor the implementation of strategies learned during Lesson Study. Provide teachers training on new technology (i.e., Promethean Board, Discovery Learning, Gizmos). -Model lessons through common planning. -Co-teach with teachers during their science time. Use Discovery Learning to activate prior knowledge.	Science Coach Administration K – 7 Science Teachers	•Data Chats •Ongoing classroom assessments •Teacher observation •Interactive Journals •FCAT Explorer	•FOCUS •Interim Assessments •Mini assessments •Exit Slips

2	Students lack vocabulary acquisition and reading comprehension skills.	Provide and support teachers with opportunities to foster explicit instruction. -Collaborate during PLCs to write higher order questions. -Engage students in collaborative strategies during teacher modeled instruction and the "they do" portion of the gradual release responsibility lesson plan and delivery. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning. -Use structured graphic organizers. -Create interactive journals following the ETO recommended format. -Integrate writing, talking, and reading. Provide students with hands-on activities and weekly essential labs. -Plan for and conduct weekly science investigations in all grades. -Include ETO FCAT style questions for 4th and 5th grade students prior to essential labs and concluding the essential labs. Teachers will provide students with explicit vocabulary instructional strategies to build content knowledge.	Science Coach K – 7 Science Teachers Administration	•Data Chats •Ongoing classroom assessments •Teacher observation •Interactive Journals •FCAT Explorer	•FOCUS •Interim Assessments •Mini assessments •Exit Slips

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(6%) 3	(8%) 4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time available for enrichment activities.	Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Science. -Meet regularly and consistently with teachers. -Teachers will focus their instruction on student learning data. -Teachers will debrief after a Lesson Study. Provide students with hands-on activities and weekly essential labs. -Plan for and conduct weekly science investigations. -Provide lab extensions/enrichment. Fairchild Challenge -Research and create for different challenges based on the year's theme. Provide opportunities for enrichment.	Science Coach K – 7 Science Teachers Administration	•Data Chats •Ongoing classroom assessments •Teacher observation •Interactive Journals •FCAT Explorer	•FOCUS •Interim Assessments •Mini assessments •Exit Slips

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Learning, Promethean board, and Gizmos	K-7	Science Coach	K-7 Teachers	September 2012	Classroom Observations	Administration & Science Coach
Unwrapping the NGSSS & Common Core	K-7	Science Coach	K-7 Teachers	August 2012	Classroom Observations	Administration & Science Coach
Lesson Study	K-7	Science Coach	K-7 Teachers	September 2012	Classroom Observations	Administration & Science Coach

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Assessment indicate 75% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 5 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(36)	78% (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	Students lack the ability to create writing pieces on grade level Students lack the ability to use appropriate and expected conventions in their writing pieces.	Administer monthly prompts with analysis of student papers and specific strategies to guide instruction. Interactive theme charts/word walls for writing Explicit Instruction (I do, we do, you do) Peer Editing Anchor Papers & Rubrics Provide daily opportunities for conventions practice Writing Portfolio (will move to the next grade level with the child)	RTI Leadership Team Reading Coaches Administration	Review data from monthly prompts and re-group students according to data. Student Writing Notebooks Classroom Observations Leadership team will monitor and assist during common planning	Monthly Writing Prompts Baseline and Mid year Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	

Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process	K – 7	Reading Coach	K – 7 Teachers	September 2012	Classroom Observations Student Interactive Journals	Reading Coach Administration
Using the Writing Rubric	Grades 2 – 7	Reading Coach	Grades 2 – 7 Teachers	October 2012	Classroom Observations Student Interactive Journals	Reading Coach Administration
Conventions	K – 7	Reading Coach	K – 7 Teachers	September 2012	Classroom Observations Student Interactive Journals	Reading Coach Administration

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary acquisition and reading comprehension skills.	Provide opportunities for teachers to integrate literacy in the civics classroom in order for students to enhance scientific meaning. -Use structured graphic organizers.	Grade 7 Teacher Administration	•Ongoing classroom assessments •Teacher observation	•Mini assessments •Exit Slips

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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Strategies	7	Reading Coaches	Grade 7 Civics Teacher	October 2012	Classroom Observation	Reading Coaches, Administration

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012 -2013 school year is to increase the school attendance to 95.22% by minimizing absences due to truancy and lack of parental support. The school team will help create a climate where our parents and students feel welcome. In addition, our goal is to decrease the number of students with excessive absences (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.73% (410)	96.23% (412
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
116	110
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
93	88

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 in the community are often temporarily relocated due to unstable homes.	The Community Involvement Specialist will visit the homes of students with 6 or more absences. A reward system will be put in place for students that have perfect attendance every nine weeks.	Administration Community Involvement Specialist Teachers School Counselor	Review daily attendance updates	Attendance Rosters

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 Prevention	K – 7 Teachers/ Attendance	Staff from Attendance Services & Student Services	All Teachers, School Counselor, Attendance Clerk, Social Worker, Leadership Team, and Administration	Quarterly	Assistant Principal will monitor the monitor the implementation of the program by teachers and staff.	Assistant Principal, Social Worker & School Counselor

Attendance Budget:

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

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

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:	Suspension Goal #1: Our goal for the 2012 -2013 school year is to maintain our record of 0 in-school suspension. For the 2012-2013 school year our goal is to decrease our out-of-school suspension by 3 percentage points.
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
12	11
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10	9

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	Parents are unfamiliar with the Student Code of Conduct and unaware of the reasons why students are suspended from school.	The school's Guidance Counselor will foster a peer mediation group to help students learn to express their feeling and teaching them how to solve their problems without violence. The school's Guidance Counselor and Community Involvement Specialist will contact parents of students who have been placed on out-of-school suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Administration, School Counselor & Community Involvement Specialist	Monitor Parents Contact Log for evidences of communication with parents of students who have been placed on outdoor suspension.	Parent Communication Log Parent Sign in Log Parental Involvement Monthly School Report

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

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

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

Suspension Budget:

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

Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Throughout the 2011-2012 school year the school will demonstrate an increase a 5 percentage points in parental involvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
346	362

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	Lack of participation in school-wide activities by parents/guardians.	The school will increase the use of Connect Ed messages, newsletters and monthly parent meetings in order to increase parental involvement.	Administration Community Involvement Specialist (CIS) Teachers	Review Sign-In sheets/logs in order to determine the number of parents attending school or community activities.	Sign-In Sheets Parental Involvement Monthly School Report Community Involvement Specialist Telephone Log

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE CTE Goal #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
No Data Submitted				

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

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

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

CTE Budget:

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

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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.

View uploaded file (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
Student Incentives/Awards	$800.00

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

The EESAC will continue to support all efforts to increase student achievement.

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
DR. HENRY W. MACK / WEST LITTLE RIVER ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	68%	65%	35%	214	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	51%	72%			123	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?	50% (YES)	63% (YES)			113	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					450	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
DR. HENRY W. MACK / WEST LITTLE RIVER ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	43%	76%	23%	187	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	57%	45%			102	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?	60% (YES)	57% (YES)			117	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					406	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested