

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WEST HIALEAH GARDENS ELEMENTARY SCHOOL

District Name: Dade

Principal: Sharon Gonzalez

SAC Chair: Alicia Hernandez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Sharon Gonzalez	BS – Elementary Education, Vanderbilt University; Master of Science Elementary Education – Nova Southeastern University; Educational Leadership Certification – State of Florida	6	19	'12 '11 '10 '09 '08 School Grade A A A C A AYP N/A N N N Y High Standards Rdg. 61% 72% 76% 70% 70% High Standards Math 70% 93% 80% 70% 76% Lrng Gains-Rdg. 77% 67% 69% 63% 65% Lrng Gains-Math 67% 65% 78% 53% 70 Gains-Rdg- 25% 70% 63 % 61% 55% 69% Gains-Math- 25% 48% 66 % 77% 47% 84%
					'12 '11 '10 '09 '08 School Grade A A B STATE B

Assis Principal	Lydia Vidal	BA-Elementary Education, Florida State University Masters of Educational Leadership, Florida International University	2	6	AYP N/A N N STATE N High Standards Rdg. 61% 60% 48% STATE 45 % High Standards Math 70% 86% 80% STATE 63% Lrng Gains-Rdg. 77% 60% 52% STATE 60% Lrng Gains Math 67% 75% 75% STATE 80% Gains-Rdg-25% 70% 61% 47% STATE 64% Gains-Math-25% 48% 65% 63% STATE 75%
Assis Principal	Mary Pineiro	BS-Mentally Handicapped, Florida International University Masters of Science—TESOL, Florida International University Specialist Ranking-Certificate of Educational Leadership	4	8	'12 '11 '10 '09 '08 School Grade A A A C B AYP N/A N N N N High Standards Rdg. 61% 72% 76% 70% 60% High Standards Math 70% 93% 80% 70% 67% Lrng Gains-Rdg. 77% 67% 69% 63% 61% Lrng Gains-Math 67% 65% 78% 53% 71% Gains-Rdg-25% 70% 63% 61% 55% 60% Gains-Math-25% 48% 66% 77% 47% 70% Alternative Outreach—2007-2008

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)
N/A	N/A	N/A			N/A

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. Offer Professional Development opportunities through the use of Professional Learning Communities	Principal	June 6, 2013	
2	2. Offer common planning for teachers within a grade level	Principal	June 6, 2013	
3	3. Partnering new teachers with veteran, high performing teachers	Principal	June 6, 2013	
4				
5				

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
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9.5% (8)	Teachers will be informed and advised of state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Teachers will be advised of the availability of professional development opportunities offered twice each year.
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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
84	3.6%(3)	28.6%(24)	40.5%(34)	27.4%(23)	36.9%(31)	73.8%(62)	6.0%(5)	2.4%(2)	67.9%(57)

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
Yonarkis Leon	Alexis Sigler	Mentor teacher has primary grades experience.	Planning, Modeling, Coaching
Aaron Leon	TBA		
Myriam Lindo	TBA		

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

West Hialeah Gardens Elementary School ensures that services are provided to students requiring additional remediation and are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum, assessment, and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; 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; Title I Chess; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

West Hialeah Gardens Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

Title II

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

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

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide the following:

- Before and after-school tutorial programs
- Parent outreach activities

Title X- Homeless

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

West Hialeah Gardens Elementary School will receive funding as from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

West Hialeah Gardens Elementary School offers a non-violence and anti-drug program to students that incorporate field trips, community service and counseling.

Nutrition Programs

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

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

- Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
 - Increase parental involvement through developing our Title I School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting during Open House; and other documents and activities necessary in order to comply with dissemination and reporting requirements.
 - Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
 - Complete the Title I Administration Parental Involvement Monthly School Report and the Title I Parental Involvement Monthly Activities Report and submit to the district's Title I Administration by the 5th of each month as documentation 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.
- School Improvement Grant Fund/School Improvement Grant Initiative
 West Hialeah Gardens Elementary 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, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI Leadership is vital, therefore, in building our team, we have considered the following:

Administration: School Principal and Assistant Principals: Will ensure commitment and allocate resources.

Student Services Personnel: Counselors, Student Services Representative: Will work to build staff support and sustainability over time and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities,

Speech Language Pathologist: Will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Academic Coaches: Will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

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?

1. The MTSS/RtI Leadership Team will meet regularly to gather and analyze data pertaining to academic and behavioral expectations. Professional development needs will also be determined based on the data. Data used will be EDUSOFT reports for Reading, Math and Science; PMRN for progress monitoring in reading of grades K-5; CELLA for ELL students.
2. The MTSS/RtI Leadership Team will also assist with the monitoring of interventions and re-evaluate the success of programs in relationship to the needs of all AMO subgroups.

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 share pertinent data and adjust the school's academic and behavioral goals. They will monitor

the fidelity of the delivery of instruction and intervention. The RtI Leadership Team will provide levels of support and interventions to all students based on data.

MTSS Implementation

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

Data will be used to guide instructional decisions and practices, as well as system procedures for all students in order ensure the following:

- Adjust the delivery of curriculum and instruction to meet the specific needs of all students
- Adjust the delivery of behavior management systems
- Adjust the allocation of school-based resources as needed
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions and enrichment activities.

Managed data will include the following:

Reading, Mathematics, Science and Writing

- FAIR assessment
- Interim assessments
- State/Local Math, Science and Writing assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per month
- School Climate surveys
- Attendance
- Referrals to Special Education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include the following:

- Training for all administrators in the MTSS/RtI problem solving, data analysis process.

Describe the plan to support MTSS.

Providing support for school staff to understand basic MTSS/RtI principles and procedures.

- Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrators: Sharon Gonzalez, Principal; Mary Pineiro and Lydia Vidal, Assistant Principals
Grade Level Chairpersons: Josie Rodriguez-Grade K, Linda Radkiewicz-Grade 1, Jessica Espinosa-Grade 2, Arianna Flores-Grade 3, MariaCeleste Balsano-Grade 4, Kristina Ferrera-Grade 5, Lourdes Nodarse-Intermediate Reading Chair, Leslie Gomez-Primary Reading Chair, Blanca Sanjudo-Mathematics Chair
Media Specialist: Roland Adames
ELL Coordinator: Yolanda Benitez
Mentor Teachers: Aaron Leon, Yonarkis Leon, Alicia Hernandez, Myriam Lindo
ESE Representative: Mary Pineiro, Assistant Principal

The school-based Literacy Leadership Team (LLT) will hold an important role in the over-all success of all programs at West Hialeah Gardens Elementary. Members of the team will include administration, mentor teachers, and grade level chairpersons, Exceptional Student Education representatives, as well as representation from special area instructional staff. Additionally,

the school's Media Specialist will play a critical role in this team.

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

The school-based LLT will meet on a monthly basis to disaggregate data from assessments and to plan and evaluate programs and processes following the FCIM.

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

The major initiatives of the school-based LLT this year will be aligned to the District K-12 CRRP 2012-2013 and will include:

- Increasing school-wide literacy across all content areas.
 - Implementing on-going professional development targeted and specific to the needs of individual grade levels and instructional staff based on data results.
 - Monitoring, collecting, and utilizing assessment data, including FAIR Assessments, District interims, observational data, and in-program assessment data.
- Participating in data analysis teams.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/11/2012)

*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 West Hiialeah Gardens Elementary 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 preschool 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.

Additionally, the school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All in-coming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Most students are also screened on their English Language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and all three FAIR Assessments. Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Also, beginning during Spring registration, the school begins offering campus tours for incoming Kindergarten students and their parents. Transition packets are distributed at the conclusion of the tour. Orientation sessions are also held the week before school begins in order to prepare students and their parents and share expectations for the upcoming school 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.

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 26% (157) of students scored at Achievement Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3 by 2 percentage points to 28% (170).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (157)	28% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.</p> <p>Students are in need of the critical thinking skills to interpret information, locate, interpret, organize information, and examine the validity and reliability of information within and across texts to be successful readers.</p>	<p>1A.1. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice in making inferences and drawing conclusions within and across texts. The author's perspective should be recognizable in text. Students will focus on what the author thinks and feels. Main idea may be stated or implied. Students will be able to identify causal relationships imbedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <p>Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.</p>	<p>1A.1. Administrators, MTSS/RtI Team, Literacy Leadership Team</p>	<p>1A.1. Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>1A.1. Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Reading Test</p>
	<p>The area of deficiency as noted on the 2012</p>	<p>1a.2. Students will read</p>	<p>1a.2. Administrators,</p>	<p>1a.2. Following the FCIM</p>	<p>1a.2. Formative:</p>

2	administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students are in need of the critical thinking skills to compare and contrast across texts and in content material.	content material within and across texts and use graphic organizers and FCAT task cards to support concrete application of learning strategies. Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.	MTSS/RtI Team, Literacy Leadership Team	model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer. Summative: 2013 FCAT 2.0 Reading Test
3	The area of deficiency as noted on the 2010 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the necessary critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of information within and across texts to be successful readers.	Students will read real-world documents such as how-to articles, brochures, fliers to identify text features, locate, interpret and organize information. Students will use graphic organizers to support concrete application of learning strategies.	Literacy Leadership Team (LLT)	Ongoing classroom assessments focusing on students' knowledge of informational text..	Formative: Monthly Assessments Summative: 2011 FCAT Assessment
4	The area of deficiency as noted on the 2010 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lack the necessary critical thinking skills to compare and contrast across texts and in content material.	Students will read content material within and across texts and use graphic organizers and FCAT task cards to support concrete application of learning strategies.	Literacy Leadership Team (LLT)	Ongoing classroom assessments focusing on students' understanding of comparing and contrasting skills.	Formative: Monthly Assessments Summative: 2011 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 34% (207) of students scored at Achievement Levels 4 & 5. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Levels 3 & 5 by 1 percentage point to 35% (212).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (207)	35% (212)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students need support in the critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of information within and across texts to be successful readers.	2A.1. Implement the Reading Plus program that targets acceleration strategies in reading as well as instruction in the content areas with a focus on reading real-world documents. Implement thematic teaching activities that target interdisciplinary content through novels and author studies. Provide enrichment activities that focus on fiction and non-fiction reading with an emphasis on the author's mood and perspective, main idea and message and organizational patterns of text (within and across texts). Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.	2A.1. Administrators, MTSS/RtI Team, Literacy Leadership Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer. Summative: 2013 FCAT 2.0 Reading Test

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need support when reading fiction, nonfiction and informational text.	Students should be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrators, MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: Weekly teacher generated assessments based on Access Points Summative: 2013 Florida Alternate Assessment
2	Students need support when reading fiction, nonfiction and informational text.	2B.1. Students should be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrators, MTSS/RtI Team	Administrators, MTSS/RtI Team	Formative: Weekly teacher generated assessments based on Access Points Summative: 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:

The results of the 2012 FCAT 2.0 Reading Test indicate that 77% (283) of students made learning gains in reading.

Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in reading by 5 percentage points to 82% (302).

2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (283)	82% (302)

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	Formative: Weekly teacher generated assessments based on Access Points Summative: 2013 Florida Alternate Assessment	3A.1. Implement tutorial services during school hours using Voyager and SuccessMaker programs and small group tutoring groups led by hourly interventionists. Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.	Administrators, MTSS/RtI Team, Literacy Leadership Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Voyager, SuccessMaker, Reading Plus, and FCAT Explorer. Summative: 2013 FCAT 2.0 Reading Test

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 70% (65) of students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 5 percentage points to 75% (70).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (65)	75% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4A.1. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.</p> <p>Students need support in the critical thinking skills to interpret graphical information, locate, interpret, organize information, and examine the validity and reliability of information within and across texts to be successful readers.</p>	<p>4A.1. Implement tutorial services during school hours using Voyager and SuccessMaker programs and small group tutoring groups led by hourly interventionists .</p> <p>Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.</p> <p>Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.</p>	4A.1. Administrators, MTSS/RtI Team, Literacy Leadership Team	4A.1. Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	<p>4A.1. Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Voyager, SuccessMaker, Reading Plus, and FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Reading Test</p>

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%.	<p>Reading Goal #</p> <p>The percentage of students scoring t Achievement Levels 3-5 on the 2013 FCAT 2.0 Reading administration will increase by 7 percentage points from 58% to 65%.</p> <p>5A :</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	65%	69%	72%	76%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of Hispanic students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Reading administration will increase by 4 percentage points from 61% (362) to 65% (385).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 61% (362)	Hispanic: 65% (385)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. Hispanic:</p> <p>The Hispanic subgroup did not meet AMO target on the administration of the 2012 FCAT Reading Test.</p> <p>The area to show minimal growth which would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test is Reporting Category 2, Reading Application.</p> <p>Implementation of differentiated instruction in the curriculum has been an obstacle.</p>	<p>5B.1.</p> <p>Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <p>Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.</p>	<p>5B.1.</p> <p>Administrators, MTSS/RtI Team, Literacy Leadership Team</p>	<p>5B.1.</p> <p>Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI Team will review data biweekly and make recommendations based on needs assessment.</p>	<p>5B.1.</p> <p>Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Reading Test</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Reading administration will increase by 7 percentage points from 51% (88)to 58% (100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL:	ELL:

51% (88)			58% (100)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>ELL:</p> <p>The ELL subgroup did not meet the AMO target on the FCAT Reading 2012 administration.</p> <p>The anticipated area to show minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test is Reporting Category 1, Words/Phrases.</p> <p>Implementation of differentiated instruction in the curriculum has been an obstacle.</p>	<p>5C.1.</p> <p>Students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p> <p>Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.</p>	<p>5C.1.</p> <p>Administrators, MTSS/RtI Team, Literacy Leadership Team</p>	<p>5C.1.</p> <p>Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI Team will review data biweekly and make recommendations based on needs assessment.</p>	<p>5C.1.</p> <p>Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Reading Test</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The percentage of SWD students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Reading administration will increase by 26 percentage points from 9% (3) to 35% (13).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>SWD: 9% (3)</p>	<p>SWD: 35% (13)</p>

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>SWD:</p> <p>The SWD subgroup did not meet the AMO target on the FCAT Reading</p>	<p>5D.1.</p> <p>Students will use concept maps to help</p>	<p>5D.1.</p> <p>Administrators, MTSS/RtI Team,</p>	<p>5D.1.</p> <p>Following the FCIM model, the teachers will review assessment data</p>	<p>5D.1.</p> <p>Formative: FAIR, weekly teacher generated</p>

1	<p>2012 administration.</p> <p>The anticipated area to show minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test is Reporting Category 1, Words/Phrases.</p> <p>Implementation of differentiated instruction in the curriculum has been an obstacle.</p>	<p>build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p> <p>Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.</p>	Literacy Leadership Team	<p>weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment</p>	<p>assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Reading Test</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	n/a				
Reading Goal #5E:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
n/a	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Vocabulary Implementation and Transition into Common Core State Standards Effective Instruction of the Reading Application Benchmark	3-5	Reading Teacher Liaison	3-5	October 24, 2012 November 6, 2012 December 5, 2012	Mini-assessments and student work samples	Administration
Implementation and Transition into Common Core State Standards	3-5	Reading Teacher Liaison	3-5	November 6, 2012	Mini-assessments and student work samples	Administration
Implementation and Transition into Common Core State Standards	3-5	Reading Teacher Liaison	3-5	December 5, 2012	Mini-assessments and student work samples	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention groups	Hire hourly teachers to provide interventions.	Title I	\$116,640.00
			Subtotal: \$116,640.00
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: \$116,640.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Test indicate that 44% (238) of students achieved proficiency in Listening/Speaking.
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2012 Current Percent of Students Proficient in listening/speaking:

44% (238)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need additional opportunities to practice listening and speaking across the curriculum.	1.1. Students will use reader's theater and paired reading to help build listening/speaking abilities. Implementation of ELL strategies will be done across all disciplines and content areas.	1.1. Administrators, MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: FAIR, weekly teacher generated assessments. Summative: 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 36% (196) of students achieved proficiency in Reading.
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2012 Current Percent of Students Proficient in reading:

36% (196)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students are in need of the general knowledge of word meanings and relationships, synonyms and antonyms, and recognizing examples and non-examples of word relationships.	2.1. Students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide	2.1. Administrators, coaches, MTSS/RtI Team	2.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	2.1. Formative: FAIR, weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from SuccessMaker, Reading Plus, and FCAT Explorer. Summative: 2013 CELLA

	opportunities to practice returning to the text to verify answers. Students will use SuccessMaker, Reading Plus, and FCAT Explorer to facilitate instruction of targeted strategies.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 32% (175) of students achieved proficiency in Writing.
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2012 Current Percent of Students Proficient in writing:

32% (175).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students are in need of the necessary skills to develop their piece by including voice, supporting details, mature command of language and precision in word choice.	3.1. During writing instruction students will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format such as narrative and expository writing commensurate with their ELL level.	3.1. Administrators, MTSS/RtI Team	3.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	3.1. Formative: FAIR, weekly teacher generated assessments. Summative: 2013 CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 32% (193) of students scored at Achievement Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3 by 2 percentage points to 34% (206).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (193)	34% (206)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1A.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in Grade 3 are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>1A.1. Grade 3 Category 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 3 Category 3: Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed.</p> <p>Incorporate technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p>	Administrators, MTSS/RtI Team	Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	<p>Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Summative: 2013 FCAT 2.0</p>
	<p>1A.2. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test</p>	Grade 4 Category 1: Develop an understanding of decimals, including the connection between fractions and decimals;	Administrators, MTSS/RtI Team	Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.	Formative: Weekly teacher generated assessments, District quarterly

2	<p>in Grade 4 are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.</p> <p>Grade 4 Category 3: Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Incorporate technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p>		<p>The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>assessments, and computer assisted reports from Riverdeep, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Summative: 2013 FCAT 2.0</p>
3	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in Grade 5 is Reporting Category 2: Equations, Expressions and Statistics.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>Grade 5 Category 2: Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Incorporate technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p>	Administrators, MTSS/RtI Team	<p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Summative: 2013 FCAT 2.0</p>

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 37% (224) of students scored at Achievement Levels 4-5. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Levels 4-5 by 1 percentage points to 38% (230).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (224)	38% (230)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in Grade 3 are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	2A.1. Provide enrichment opportunities for students to participate in higher order strategies and skills that will develop their understanding of geometric and measurement concepts by using manipulatives and engaging opportunities for practice as well as grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Use literature in mathematics to provide	Administrators, MTSS/RtI Team	Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus. Summative: 2013 FCAT 2.0

		<p>the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.</p> <p>Incorporate technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p>			
2	<p>2A.2. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in Grade 4 are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>2A.2. Provide enrichment opportunities for students to participate in higher order strategies and skills that will develop their understanding of geometric and measurement concepts by using manipulatives and engaging opportunities for practice as well as grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology</p>	Administrators, MTSS/RtI Team	Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	<p>Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Summative: 2013 FCAT 2.0</p>

		<p>embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.</p> <p>Incorporate technology via Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Implement a Chess Club to develop critical thinking skills and strategic thinking.</p>			
3	<p>2A.3. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in Grade 5 is Reporting Category 2: Equations, Expressions and Statistics.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>2A.3. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.</p> <p>Incorporate technology via Riverdeep, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Implement a Chess Club to develop critical thinking skills and strategic thinking.</p>	Administrators, MTSS/RtI Team	<p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Summative: 2013 FCAT 2.0</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	N/A

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need support when learning math concepts and real life math problems.	2B.1. Engage students using long term learning math concepts such as rote counting, fact fluency and tools for measurement. Use guided discussion to engage students in real life math problems. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrators, MTSS/RtI Team	Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment	Formative: Weekly teacher generated assessments based on Access Points Summative: 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 67% (247) of students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in mathematics by 5 percentage points to 72% (265).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (247)	72% (265)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement. Targeted intense intervention is necessary to continue to increase	3A.1. Implement intervention services during school hours using the SuccessMaker program. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	3A.1. Administrators, MTSS/RtI Team	3A.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	3A.1. Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus. Summative: 2013 FCAT 2.0

learning gains for these students	Incorporate technology via FCAT Explorer Focus.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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 Test indicate that 48% (47) of students in the lowest 25% made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains in mathematics by 10 percentage points to 58% (56).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (47)	58% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement. Targeted intense intervention is necessary to continue to increase learning gains for these	4A.1. Implement weekly planning meetings with grade levels to establish instructional focus to meet the needs of the students. Utilize assessment data to identify students in core curriculum needing intervention and enrichment. Implement tutorial services during school hours using Florida Online	4A.1. Administrators, MTSS/RtI Team	4A.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	4A.1. Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus. Summative: 2013 FCAT 2.0

students. Increased time in mathematic instruction is critical for the achievement of these students. Remediation and intervention through differentiated instruction will ensure success in achieving mathematics learning gains.	Intervention , SuccessMaker program and implement differentiated instruction groups during the mathematics instructional block. Incorporate technology via Riverdeep®, GIZMOS, and FCAT Explorer Focus.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # The percentage of students scoring t Achievement Levels 3-5 on the 2013 FCAT 2.0 Mathematics administration will increase by 5 percentage points from 69% to 74%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	745%	77%	79%	82%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of Hispanic students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Mathematics administration will increase by 4 percentage points from 70% (414) to 74% (438).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 70% (414)	Hispanic: 74% (438)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The Hispanic subgroup did not meet AMO target on the administration of the 2012 FCAT Math Test, The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement. Targeted intense intervention is necessary to continue to increase	5B.1. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher	Administrators, MTSS/RtI Team	5B.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment	Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus. Summative: 2013 FCAT 2.0

learning gains for these students. Increased time in mathematic instruction is critical for the achievement of these students. Remediation and intervention through differentiated instruction will ensure success in achieving mathematics learning gains.	and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Implement tutorial services during school hours using Florida Online Intervention , SuccessMaker program and implement differentiated instruction groups during the mathematics instructional block.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Mathematics administration will increase by 7 percentage points from 63% (108) to 70% (120).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (108)	70% (120)

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	ELL: The ELL subgroup did not meet AMO target on the administration of the 2012 FCAT Math Test, The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement. Instruction of mathematics vocabulary and targeted intense intervention is necessary to continue to increase learning gains for these students.	Emphasize vocabulary instruction in mathematics to provide the necessary meaning for children to successfully grasp concepts and allows students to make connections with real-world situations. Infusing vocabulary in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Implement tutorial services during school hours using Florida Online Intervention , SuccessMaker program and implement	Administrators, MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus. Summative: 2013 FCAT 2.0

		differentiated instruction groups during the mathematics instructional block.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Mathematics administration will increase by 27 percentage points from 18% (6) to 45% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 18% (6)	SWD: 45% (16)

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	SWD: The SWD subgroup did not meet AMO target on the administration of the 2012 FCAT Math Test. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement. Students lack conceptual understanding of mathematics concepts.	5D.1. Implement intervention services during school hours using the SuccessMaker program. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. Incorporate technology via FCAT Explorer Focus.	Administrators, MTSS/RtI Team	5D.1. Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment	5D.1. Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus. Summative: 2013 FCAT 2.0

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:	The percentage of ED students scoring at Achievement Levels 3-5 on the 2013 FCAT 2.0 Mathematics administration will increase by 4 percentage points from 68% (357) to 72% (378)
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (357)	72% (378)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>ED: The Economically Disadvantaged subgroup did not meet AMO target on the administration of the 2012 FCAT Math Test.</p> <p>The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Reporting Category 1: Number, Operations, Problems and Statistics and Reporting Category 3: Geometry & Measurement.</p> <p>Targeted intense intervention is necessary to continue to increase learning gains for these students.</p> <p>Increased time in mathematic instruction is critical for the achievement of these students. Remediation and intervention through differentiated instruction will ensure success in achieving mathematics learning gains.</p>	<p>Develop and implement contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.</p> <p>Incorporate technology via Riverdeep®, GIZMOS, and FCAT Explorer Focus.</p>	Administrators, MTSS/RTI Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data biweekly and make recommendations based on needs assessment.	<p>Formative: Weekly teacher generated assessments, District quarterly assessments, and computer assisted reports from Riverdeep®, SuccessMaker, GIZMOS, and FCAT Explorer Focus.</p> <p>Summative: 2013 FCAT 2.0</p>

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Next Generation Sunshine State Standards	3-5	Math Liaison	3rd, 4th , and 5th grade mathematics teachers	September 12, 2012	modeling of lessons, classroom visits, weekly grade-level meetings	Administration
Effective Implementation & Transition of the Common Core State Standards	3	Math Liaison	3rd Grade Teachers	September 28, 2012	modeling of lessons, classroom visits	Administration
Effective Implementation of Number & Operations, Problems and Statistics	3-5	Math Liaison	3rd, 4th , and 5th grade mathematics teachers	November 6, 2012	modeling of lessons, classroom walkthroughs, monitoring progress through usage reports	Administration

Effective Implementation of Geometry & Measurement	3-5	Math Liaison	3rd, 4th, and 5th grade mathematics teachers	February 1, 2013	modeling of lessons, classroom walkthroughs, monitoring progress through usage reports	Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Chess Club	Chess Club to develop critical and strategic thinking skills.	Title I	\$1,250.00
			Subtotal: \$1,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,250.00

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.		The results of the 2012 FCAT 2.0 Science Test indicate that 28% (60) of students scored at Achievement Level 3.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3 by 4 percentage points to 32% (68).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
28% (60)		32% (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
	The area of deficiency on the 2011 FCAT administration was Big Idea 3, Physical	Provide opportunities for teachers to integrate literacy in the science classroom	Administrators, coaches, MTSS/Rtl Team	Following the FCIM model, the teachers will review assessment data weekly and adjust	Formative: Weekly teacher generated assessments,

1	<p>Science. Students need to develop higher order thinking skills in this area of science in order to increase proficiency.</p>	<p>in order for students to enhance scientific meaning through writing, talking, and reading science using hands-on lab activities and science journals.</p> <p>Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.</p> <p>Students will use GIZMOS and FCAT Explorer to facilitate instruction of targeted strategies.</p>	<p>instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</p>	<p>hands-on lab logs, science journals, District quarterly assessments, and computer assisted reports from GIZMOS, and FCAT Explorer.</p> <p>Summative: 2013 FCAT</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	<p>The results of the 2012 FCAT 2.0 Science Test indicate that 16% (34) of students scored at Achievement Levels 4 and 5.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Levels 4 and 5 by 4 percentage points to 18% (38).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (34)	18% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	Identify students scoring a level 4 or 5 on the mathematics portion of the FCAT and allow for these students to participate in enrichment activities and hands-on projects in science class. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Students will use GIZMOS and FCAT Explorer to facilitate instruction of targeted strategies	Administrators, coaches, MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment	Formative: Weekly teacher generated assessments, hands-on lab logs, science journals, District quarterly assessments, computer assisted reports from GIZMOS, and FCAT Explorer, and Science Fair projects Summative: 2013 FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Incorporate science journals and response logs in the science classes.	5	Science Coach	5th grade science teachers	January 14, 2013	Student work samples	Administration
How to incorporate hands-on activities into daily science lessons	5	Science Coach	5th grade science teachers	December 12, 2012	Classroom walk-throughs	Administration

Science Budget:

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

End of 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 2.0 Writing Test indicate that 86% (154) of students scored at Achievement Level 3.0 and higher in writing. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3.0 and higher by 1 percentage points to 87% (157).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (154)	87% (157)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was developing support and conventions in the writing. Students are in need of the necessary skills to develop their piece by including voice, supporting details, mature command of language and precision in word choice. Students also are in need of the knowledge of conventions and usage of the English language.	During writing instruction students will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format such as narrative and expository writing. Teachers will focus on process writing emphasizing revising and editing strategies.	Administrators, LLT, MTSS/RtI Team	Following the FCIM model, the teachers will administer and score students' bi-weekly writing prompts to monitor student progress	Formative: Students' scores on bi-weekly writing assessments Summative: 2013 FCAT Writing Assessment.

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to know how to effectively use Access Points.	Students should use graphic organizers with pictures to draft their writing ideas. Student must know how to use resources to facilitate writing (i.e. dictionaries, thesaurus). Allow students to dictate written responses. Develop creative writing through journaling. Students must have continuous repetition/practice when learning writing concepts. The students must be provided with visual choices as presented in the Florida Alternate	Administrators, LLT, MTSS/RtI Team	Bi-weekly writing samples	Formative: Bi-weekly teacher generated writing assessments based on Access Points Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process Small Moments	4	Reading Dept. Chair	4th Grade Writing Teachers	January 16, 2013	MTSS/RtI Team will meet monthly to monitor student progress and the effectiveness of writing instruction.	Administration Reading Chair

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Overall daily student attendance rate for the 2011-2012 school year was 96.12% (1158) Our goal for the 2012-2013 school year is to increase the overall daily student attendance to 96.62% (1164).

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.12% (1158)	96.62% (1164)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
310	295
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
238	226

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 consistency with an attendance incentive program contributed to a decrease in attendance over the previous year. Lack of consistency with an attendance incentive program contributed to an increase in tardies over the previous year.	Identify and refer students who may be developing a pattern of non-attendance to MTSS/RTI team for intervention services. Offer attendance incentives and rewards recognizing perfect attendance students on a quarterly basis.	Assistant Principal and/or designee	Bi-Weekly updates to Administration from the MTSS/RTI team and to entire faculty.	Truancy logs and attendance rosters
2	Excessive absences due to excused and unexcused illnesses	Provide parents with information on how are in need of attendance negatively impacts education.	Provide parents with information on how are in need of attendance negatively impacts education.	Administration and counselors will ascertain that health education and health prevention strategies are implemented throughout the school.	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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)

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

End of 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:	For the 2011-2012 school year, the total number of in school suspensions was 25 and out of school suspensions was 36. Our goal for the 2012-2013 school year is to decrease both indoor and outdoor suspensions to 23 and 32, respectively.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
25	23
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
20	18
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
36	32
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
25	23

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted by the 2011-2012 student suspension report, the total number of indoor and outdoor suspensions increased from 2010-2011, Students were not aware of the Code of Student Conduct.	Utilize the Student Code of Conduct and recognize and reward positive behavior throughout the school year.	Administration Counselors	Monitor COGNOS report on student suspension rate. Walk-throughs for enforcement of Code of Student Conduct.	Monthly COGNOS suspension report

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		See Parent Involvement Plan			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:			Student participation in the Green Committee energy conservation goal will decrease electrical consumption by 10%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge regarding energy consumption and the possible consequences on the environment and wastefulness of over-usage.	Assign two monitors per class to ensure lights are turned off every time students exit the room, unplug any electronics that are not being used regularly and provide reminders about turning off Smartboards, etc. Awareness of the Green Committee activities will ensure achievement of goal.	Green Committee	Reports of energy and electrical usage on campus	FPL Monthly Energy Consumption reports Green Committee reports

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention groups	Hire hourly teachers to provide interventions.	Title I	\$116,640.00
CELLA				\$0.00
Mathematics	Chess Club	Chess Club to develop critical and strategic thinking skills.	Title I	\$1,250.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
				Subtotal: \$117,890.00
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: \$117,890.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/11/2012)

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
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As needed to support implementation of SIP goals and strategies.

\$5,117.62

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

The EESAC at West Hialeah Gardens Elementary is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists and evaluates the SIP, assists the principal in the development of the budget, and determines the allocations of the EESAC's budget. The function of the EESAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

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 WEST HIALEAH GARDENS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	83%	85%	48%	288	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	67%	65%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	66% (YES)			129	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					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District WEST HIALEAH GARDENS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	80%	88%	42%	286	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	69%	78%			147	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?	61% (YES)	77% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested