

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ORCHARD VILLA ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Dianne Jones

SAC Chair: Junnel Brown

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------------|------------------|--|------------------------------|--------------------------------|---|
| Principal | Dr. Dianne Jones | Doctor of Philosophy degree in Educational Leadership Master of Science in Elementary Education | 1 | 17 | '12 '11 '10 '09 '08 School Grade D C B D C AYP N N N N High Standards Rdg. 25 48 54 51 69 High Standards Math 20 52 53 56 63 Lrng Gains-Rdg. 53 56 54 53 58 Lrng Gains-Math 39 58 50 62 59 Gains-Rdg-25% 59 37 63 60 55 Gains-Math-25% 51 52 67 80 65 |
| Assis Principal | Jacqueline Lewis | Master of Science Degree in ESOL – Florida International University Bachelor of Science Degree in Exceptional Student Education – Florida | 4 | 6 | '12 '11 '10 '09 '08 School Grade D C B D C AYP N N N N High Standards Rdg. 25 58 52 35 35 High Standards Math 20 60 46 35 36 Lrng Gains-Rdg. 53 53 59 57 54 Lrng Gains-Math 39 61 72 59 65 |

| | | | | | |
|--|--|---|--|--|---|
| | | International University | | | Gains-Rdg-25% 59 60 75 69 61 Gains-Math-25% 51 70 88 65 69 |
| | | Educational Leadership Certification – State of Florida | | | |

INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|------------------------|---|------------------------------|--------------------------------------|---|
| Reading | Janet D. Lowe | Educational Specialist in Reading- Nova Southeastern University Master of Science in Varying Exceptionalities – Nova Southeastern University Bachelor of Arts in Human Services – St. Thomas University Certifications- Reading (K-12), Exceptional Student Education (K-12), ESOL (K-12, Elementary Education (K-12), Pre-K/Primary Education (age 3-grade 3) | 1 | 3 | '12 '11 '10 '09 '08 School Grade D C B D C AYP N N N N High Standards Rdg. 25 48 54 51 69 High Standards Math 20 52 53 56 63 Lrng Gains-Rdg. 53 56 54 53 58 Lrng Gains-Math 39 58 50 62 59 Gains-Rdg-25% 59 37 63 60 55 Gains-Math-25% 51 52 67 80 65 |
| Mathematics | Kely Tabuteau | Master's Degree in Elementary School Mathematics - Nova Southeastern University Bachelor of Arts Degree in Law- University of Haiti Elementary Education, Exceptional Student Education, and Integrated Curriculum Certification – State of Florida | 6 | 3 | '12 '11 '10 '09 '08 School Grade D C B D C AYP N N N N High Standards Rdg. 25 58 52 35 58 High Standards Math 20 60 46 35 50 Lrng Gains-Rdg. 53 53 59 57 55 Lrng Gains-Math 39 61 72 59 58 Gains-Rdg-25% 59 60 75 69 69 Gains-Math-25% 51 70 88 65 63 |
| Science | Joanna Mathis-Williams | Bachelor of Arts Degree in Biblical Studies – Trinity International University Certification K-6 in Elementary Education | 1 | 1 | '12 '11 '10 '09 '08 School Grade D C B D C AYP N N N N High Standards Rdg. 25 48 54 51 69 High Standards Math 20 52 53 56 63 Lrng Gains-Rdg. 53 56 54 53 58 Lrng Gains-Math 39 58 50 62 59 Gains-Rdg-25% 59 37 63 60 55 Gains-Math-25% 51 52 67 80 65 |

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 | Pair teacher with a buddy teacher | Principal and Assistant Principal | June 7, 2013 | |
| 2 | Providing professional development / MINT | Principal and Assistant Principal | June 7, 2013 | |
| 3 | Provide on-going instructional support | Coaches | June 7, 2013 | |

Non-Highly Effective Instructors

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

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|--|---|
| 1 | Professional development in content area |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 34 | 8.8%(3) | 29.4%(10) | 35.3%(12) | 26.5%(9) | 35.3%(12) | 67.6%(23) | 11.8%(4) | 0.0%(0) | 41.2%(14) |

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 |
|---------------|-----------------|---|---|
| Glenda Foster | Vivian Perez | Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. | Assist teacher with acquiring subject matter skills, accessing data resources, and using data to analyze instruction. |
| Glenda Foster | Sarajini Garcia | Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. | Assist teacher with acquiring subject matter skills, accessing data resources, and using data to analyze instruction. |

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

Orchard Villa Elementary provides services to students requiring additional remediation through after-school programs, Saturday Academy and 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/ behavior assessment and intervention approaches. They also identify systematic patterns of student needs while working with district personnel to identify appropriate evidence based intervention strategies; assist with whole school screening programs that provide early intervention services for "at risk" children; assist in the design and implementation of a program for progress monitoring using data collection and data analysis; participate in the design and delivery of professional development workshops; and ensure appropriate implementation/ monitoring of assessments. Other components that are integrated into the school-wide program include an extensive parental program, Title I CHES (as appropriate), supplemental educational services, and special support services to special needs population such as homeless, migrant, neglected, and delinquent students.

Title I, Part C- Migrant

Orchard Villa Elementary provides services and support to migrant students and parents (as needed). The district migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the needs of these students are met.

Title I, Part D

N/A

Title II

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

- Training to certify qualified mentors for the new teacher program (MINT)
- Training for add-on endorsement programs such as Reading, Gifted, and ESOL
- Additional training for professional development.
- Providing substitute release time for temporary duty.

Focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- 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)

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

Violence Prevention Programs

- The Bullying/Gang Prevention program will be incorporated in the grade levels through Student Services.
- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.

Training and technical assistance for teachers, administrators, and counselors is also a component of this program.

Nutrition Programs

1) Orchard Villa adheres to and implements the nutrition requirements stated in the district Wellness Policy.

2) Nutrition education, as per state statutes, is taught through physical education.

Orchard Villa's Food Service Programs—(school breakfast, school lunch, and after-care snacks) follow the Healthy Food Alliance 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. Activities, professional development, and transition processes are shared. The summer Voluntary Pre- Kindergarten (VPK) program is provided at Head Start sites through affiliating agreements.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools

- Teams designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full time Health Aide.

- AIDS: Get the Facts! is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The focus of the MTSS/RtI Leadership Team is to address individual students' needs and apply appropriate strategies to correct deficiencies. The Team will utilize the RtI process by collecting assessment results, disaggregating data and applying effective interventions.

Principal, Assistant Principal, Guidance Counselor, Reading Coach, School Psychologist, and Speech Language Pathologist

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

The RtI Leadership team focus will be to address individual students while applying strategies that will help target those specific areas. The team will do so by utilizing the RTI process by collecting student results, disaggregate data and apply

effective interventions.

The RtI Leadership Team will:

1. Monitor academic and behavior data evaluation progress by addressing: what students learn, how will we determine if the students have learned, how will we respond when students have not learned and how will we respond when students have learned or already know?
2. Address individual students while applying strategies that will help target those specific areas. The team will do so by utilizing the RTI process by collecting student results, disaggregate data and apply effective interventions.
3. Gather and analyze data then identify professional development.
4. Hold regular team meetings.
5. Support, design, implement and evaluate both daily instruction and specific interventions.
6. Assist with monitoring and responding to the needs of subgroups within the expectations for AYP.

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?

1. The RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) to assist with the creation of the 2012-2013 school improvement plan (SIP).
2. The RtI Leadership Team will utilize data to create monitor and adjust both academic and behavior goals.
3. The RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

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.

The focus of the MTSS/RtI Leadership Team is to address individual students' needs and apply appropriate strategies to correct deficiencies. The Team will utilize the RtI process by collecting assessment results, disaggregating data and applying effective interventions.

1. The RtI Leadership Team will meet on a monthly and use data to guide instructional decisions and system procedures to adjust the curriculum and instruction to meet the needs of the students.
2. To analyze data, discuss strategies, interventions, and student progress.
3. Drive the decision regarding targeted professional development.
4. Adjust the delivery of the behavioral management system.

Describe the plan to train staff on MTSS.

Professional development and support from the District and in-house will include:

1. Administration will be trained in the RtI problem solving and data analysis process.
2. The school counselor and psychologist will provide professional development for the staff for each of the three tiers.
3. The Team will utilize data to create, monitor, and adjust both academic and behavioral goals.
4. Provide support throughout the RtI process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

The Literacy Leadership team is comprised of Dr. Diane Jones (principal), Jacqueline Lewis (assistant principal), Janet Lowe (reading coach), Josie Cine (school psychologist), and Donald Hylor (counselor).

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

The Literacy Leadership team will meet at least once a month to focus on areas of literacy concerns. The principal will cultivate the vision for increased school-wide literacy across all content areas by participating in all team meetings and activities. The principal will also provide necessary resources to the team. The assistant principal will assist the principal in implementing school-wide literacy in the school. The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the team to determine fidelity of implementation of the K-12 Comprehensive Research Based Reading Plans (CRRP). The reading coach will provide motivation and promote a spirit of collaboration within the team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The principal will support literacy instruction and promote membership on the reading leadership team by: holding meetings at convenient times; providing adequate notice of meetings; providing time/coverage (if needed) to attend meetings; providing Master Plan Points (MPP) and team building activities for members' commitment and participation; and offering professional growth opportunities such as educational retreats.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

Orchard Villa Elementary assists preschool children in transition from early childhood programs to local elementary school programs by:

- Annual Parent Meetings – Title I preschool staff will conduct a meeting for parents outlining what they and their child(ren) can expect from participating in the Title I preschool program.
- Administration of Florida Kindergarten Readiness Screener (FLKRS) to provide for the screening of each child's readiness for kindergarten.
- Administration of Florida Assessment for Instruction in Reading (FAIR) to measure each child's progress, diagnose learning needs, set instructional goals, and monitor instructional progress.
- Parent-School Compact – a parent-school compact will be written and disseminated to Title I preschool parents outlining the parents' and schools' responsibilities for learning.

Parent Involvement Policy – this policy will be developed and distributed to Title I parents and will outline the activities and services parents can expect from the Title I preschool program throughout the year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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 Reading Test indicate that 15% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 8 percentage points to 23%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 15% (27) | 23% (42) |

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 Reading Test was Reporting Category 2, Reading Application in grades 3- 5. Students are in need of metacognitive skills which would enable them to identify, summarize and synthesize information. | Provide mini lessons within differentiated instruction to increase teacher modeling (think aloud) and guided practice. Establish skill groups in order to reinforce and review benchmarks to attain mastery in identifying summarizing and synthesizing information. Use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. | MTSS/RtI Leadership Team | Review formative bi-weekly assessment data reports and student work samples to ensure progress is being made and adjust instructions as needed The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources | Formative: FAIR data, baseline assessments Summative: 2013 FCAT Assessment. |
| 2 | The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis in grade 4. Students need additional assistance in order to analyze reading fiction and non-fiction passages. | Provide mini passages in conjunction with task cards to gain a better understanding of breaking down a fiction or non-fiction passage for meaning. Provide practice identifying and interpreting elements of story structure within and across texts. | MTSS/RtI Leadership Team | Review formative bi-weekly assessment data reports and student work samples to ensure progress is being made and adjust instructions as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources. | Formative: FAIR data, baseline assessments Summative: 2013 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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | The results of the 2012 FCAT Reading Test indicate that 11% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 4 percentage points to 15%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11% (20) | 15% (27) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|--|
| 1 | The 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 Category 2, Reading Application. Students are in need of metacognitive skills which would enable them to identify, summarize and synthesize information. | Engage students in book clubs or literature circle to promote higher level discussions in order to enable students to identify, summarize, and synthesize information. 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. Provide practice in identifying topics and themes within and across texts. | MTSS/RtI Leadership Team | Review formative bi-weekly assessment data reports and student work samples to ensure progress is being made and adjust instructions as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources. | Formative: student work samples utilizing rubric and mini assessments Summative: 2013 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:

| | |
|--|-------------------------------------|
| 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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | The results of the 2012 FCAT reading Test indicate that 55% of students made learning gains. Our goal for 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 65%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 55% (61) | 65% (72) |

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 | As noted on the 2012 administration of the FCAT Reading Test, the percent of students making learning gains was 55%. Students are in need of the ability to apply strategies that will help them comprehend and interpret informational and literary text. | During whole group instruction in grades 3-5 teachers will provide explicit mini lesson addressing a primary benchmark and a secondary benchmark in Reporting Category 3, Literary Analysis. Based on mandated curriculum allotted time, Success Maker will be implemented with fidelity. | MTSS/RtI Leadership Team | Review Success Maker reports to ensure students are making adequate progress. Ongoing classroom assessments /observations. Administrators will monitor the use of computers to ensure optimal usage of Success Maker for 15 minutes, 5 times per week per student. | Formative: Mini Assessments Success Maker reports Summative: 2013 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:

| | |
|-----------------------------------|--|
| 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 |
| No Data Submitted | | | | |

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

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4: | The results of the 2012 FCAT reading Test indicate that 62% of students in the lowest 25% made learning gains. Our goal for 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 67%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62% (19) | 67% (20) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | As noted on the 2012 administration of the FCAT Reading Test, the percent of students making learning gains in the lowest 25% was 62%. Students are in need of the ability to apply strategies that will help them comprehend and interpret informational and literary text | Guide students in establishing a purpose for Reading and utilizing graphic organizers. Demonstrate how to respond to Webb's Depth of Knowledge levels 1, 2, and 3 questions. In addition, assist students to recognize when text does not make sense, to reread or read ahead to reinforce comprehension. | MTSS/RtI Leadership Team | Review formative bi-weekly assessment data reports and student work samples to ensure progress is being made and adjust instructions as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources | Formative: Mini Assessments Summative: 2013 FCAT Assessment |

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

| | | | | | | |
|--|-----------|---|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A : | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 33 | 39 | 45 | 51 | 57 | |

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | The results of the 2012 FCAT Reading Test indicate that 24% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 16 percentage points to 40%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black: 24% (40) | Black: 40% (67) |

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 | As noted on the Reading administration of the 2012 FCAT, the Black subgroup did not make AMO. These deficiencies are due to limited ability of students to read and comprehend word problems. | Identify lowest performing students in grades 3-5 based on instructional needs; in addition, provide 45-minute tutoring sessions before and after school. Utilize formative assessments results to individualize instructions. | MTSS/RtI Leadership Team | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources. | Formative: Bi-weekly assessments, District interim data report, student data reports. Summative: Results from 2013 FCAT Reading Assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | The results of the 2011 FCAT Reading Test indicate that none of the students in the Students With Disabilities (SWD) subgroup achieved proficiency. Our goal is to increase student proficiency by 22 percentage points to 22%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0 | 22% (7) |

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 | As noted on the administration of the 2012 FCAT Reading Test, the Students with Disabilities subgroup did not make satisfactory progress in Reporting Category 2, Reading Application in grades 3 and 5. | Debrief, modify, and improve instruction to determine grouping of students for re-teaching and reinforcing benchmark skills in Reading Application. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide practice in making inferences and drawing conclusions within and across texts | MTSS/RtI Leadership Team | MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. | Formative: FAIR, District, and School-Site Assessment Data, and Intervention Assessment Data Summative: 2013 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 subgroup:

| | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | The results of the 2012 FCAT Reading Test indicate that 25% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase student proficiency by 14 percentage points to 39%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (46) | 39%(71) |

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 | Based on the 2011-12 FCAT students lack proficiency in listening and speaking skills. | The listening and speaking barriers will be addressed through the use of the following strategies: Teacher Modeling, Teacher Lead Groups, Total Physical Response (TPR), Use Simple Direct Language, Cooperative Learning (Group Reports/Projects) and Repetition. | MTSS/RtI Leadership Team | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources. | Formative: FAIR, District, and School-Site Assessment Data, Intervention Assessment Data, and CELLA Data Summative: 2013 FCAT Assessment |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|--|---|
| Data Chats | K-5 | Administrator | K-5 | September 12, 2012 | Daily classroom walkthroughs | Administrator |
| Training in FAIR data assessment | K-5 | Reading Coach | K-5 | September 26, 2012 | Reports from Computer Assisted Program (CAP) | Administrator Reading Coach |
| Training in New Success Maker | K-5 | Reading Coach | K-5 | October 26, 2012 | Review Success Maker reports | Administrator Reading Coach |

Reading Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|--|--------------------------|----------------|--------------------------------|
| Review interim assessment, FAIR and Success Maker data | Substitute coverage | Title I | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$1,000.00 |

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 Listening/Speaking indicate that 46% of students were proficient in oral skills. | | | |
| 2012 Current Percent of Students Proficient in listening/speaking: | | | | | |
| 46% (6) | | | | | |
| 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 | Based on the 2011-12 FCAT students lack proficiency in listening and speaking skills. | The listening and speaking barriers will be addressed through the use of the following strategies: Teacher Modeling, Teacher Lead Groups, Total Physical Response (TPR), Use Simple Direct Language, Cooperative Learning (Group Reports/Projects) and Repetition. | MTSS/RtI Leadership Team | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources. | Formative: FAIR, District, and School-Site Assessment Data, Intervention Assessment Data, and CELLA Data Summative: 2013 FCAT Assessment |

| | |
|---|---|
| Students read in English at grade level text in a manner similar to non-ELL students. | |
| 2. Students scoring proficient in reading. CELLA Goal #2: | The results of the 2012 CELLA indicate that 15% of students were proficient in reading. |

2012 Current Percent of Students Proficient in reading:

15% (2)

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 | Based on the 2011-12 FCAT test results students lack proficiency in reading skills. | The reading barriers will be addressed utilizing the following strategies: Picture Walks , Predictions ,the Use of Task Cards ,Read Alouds (RA), Reader's Theater, Vary the complexity of assignment (Differentiated Instruction (DI and Cooperative Learning. | MTSS/RtI/ Leadership Team | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resources. | Formative: FAIR, District, and School-Site Assessment Data, Intervention Assessment Data, and CELLA Data Summative: 2013 FCAT Assessment |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2012 CELLA indicate that 8% of students were proficient in writing.

2012 Current Percent of Students Proficient in writing:

8% (1)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | Based on the 2011-12 FCAT test results students lack proficiency with writing skills. | The writing barriers will be addressed through the use of : Dialogue Journals, Graphics Organizers, Reading Response Journals/Logs, Writing Prompts, and Process Writing. | MTSS/RtI Leadership Team | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, | Formative: FAIR, District, and School-Site Assessment Data, Intervention Assessment Data, and CELLA Data Summative: 2013 FCAT Assessment |

| | | | | |
|--|--|--|---|--|
| | | | set instructional goals, and to monitor the effectiveness of the instruction and resources. | |
|--|--|--|---|--|

CELLA Budget:

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

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: | Results of the 2012 FCAT Mathematics Test indicates that 18 of students achieved Level 3 proficiency. Our goal for the 2012 -2013 school year is to increase Level 3 student proficiency by 17 percentage points to 35% percent. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18% (33) | 35% (64) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|--|
| 1 | The areas of deficiency as noted on the 2012 Administration of the FCAT Mathematics Test were Content 2 Number Base Ten and Fractions and Content 3 Geometry and Measurement. These deficiencies are due to the limited ability of the students to make connection to real life experience. | Utilizing the CRA (concrete – representational – abstract), the CTE/STEM (career/technical/education & Science/Technology/Math/Engineering), and the think-pair-share instructional strategies, students will be provided with opportunities for <ul style="list-style-type: none"> • using concrete objects to represent and compare fractions and for increasing the use of base ten blocks, • visualizing and discussing real life geometric shapes, • . measuring in different measurement units of length, weight, and capacity • Utilizing performance tasks to instruct learning in Number Base Ten and Geometry and Measurement. • practicing SuccessMaker (computer math program) daily. | Administration Math coach Rtl | Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as necessary. Conduct grade level meetings to obtain teacher feedback on effectiveness on Number Base Ten and Fractions and Geometry and Measurement. Classroom walkthroughs | Formative: Bi-weekly assessments, District interim data report, student data reports. Summative: 2013 FCAT Mathematics Assessment |

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

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | Results of the 2012 FCAT Mathematics Test indicate that 3% of students achieved proficiency Levels 4 and 5. Our goal for the 2012 -2013 school year is to increase student proficiency by 7 percentage points to 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 3% (6) | 10% (18) |

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 which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 Administration of the FCAT Mathematics Test was Content 2 Number Base Ten and Content 3 Fractions and Geometry and Measurement. These deficiencies are due to limited ability of students' to make connection to real-life situations. | Utilizing the CRA (concrete – representational – abstract) and the think-pair-share instructional strategies, Students will be given opportunities to engage exploration and inquiry activities to maintain or increase understanding of skills through hands-on experiences with manipulatives, grade-level appropriate number concepts and apply learning to solve real-life problems. Students will practice Success Maker daily. | Administration Math coach Rtl | Review ongoing classroom assignments and assessments that target application of the skills taught. Classroom walkthroughs | . Formative: Bi-weekly assessments, District interim data report, student data reports. Summative: 2013 FCAT Mathematics Assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | On the 2012 FCAT Mathematics Test 40% of students made learning gains. Our goal for the 2012-2013 school year is to increase our learning gains by 10 percentage points to 50. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 40% (44) | 50% (55) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | The area of deficiency as noted on the 2012 Administration of the FCAT Mathematics Test was Content 2 Number Base Ten and Content 3 Fractions and Geometry and Measurement. | Utilizing the CRA (concrete – representational – abstract) and the think-pair-share instructional strategies, 3A.1. Provide students with differentiated instruction and remediation based on formative assessment data. Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning. Students will utilize Success Maker daily. | Administration Math coach Rtl | Review ongoing classroom assignments and assessments that target application of the skills taught. Classroom walkthroughs. Students will be provided with success maker programs aligned with Content 2 and 3. | Formative: Bi-weekly assessments, District interim data report, student data reports, and Success Maker reports. Summative: 2013 FCAT Mathematics Assessment |

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

| | |
|---|-------------------------------------|
| 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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | On the 2012 FCAT Mathematics Test 52% of students made learning gains. Our goal for the 2012 – 2013 school year is to provide appropriate interventions, maintain remediation in order to increase the percentage of students in the lowest 25% making learning gains by 10 percentage points to 62%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 52% (16) | 62% (19) |

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 | As noted on the 2012 administration of the FCAT Mathematic Test, 52% of the students making learning gains in the lowest 25% performed at proficiency in Content 1. These deficiencies are due to limited ability of students to read and comprehend word problems. | Identify lowest performing students in grades 3 – 5, based on the instructional needs, and <ul style="list-style-type: none"> provide at least 30-minute tutoring sessions before or after school. provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Utilize formative assessments results to individualize instructions | Administration Math coach Rtl | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. | Formative: Bi-weekly assessment data reports Summative: 2013 FCAT Mathematics Assessment |

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 | Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. |
|--|---|

| | | | | | | |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| by 50%. | 5A : | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 41 | 47 | 52 | 57 | 63 | |

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | The results of the 2010-2011 FCAT Mathematics Test indicate that 51% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 56%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black: 51% (82) | Black: 56% (90) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Black: As noted on the administration of the 2011 FCAT Mathematics Administration the Black subgroup did not make AYP. These deficiencies are due to limited ability of students to read and comprehend word problems. | Identify lowest performing students in grades 3-5 based on instructional needs; in addition, provide 45-minute tutoring sessions before and after school. Utilize formative assessments results to individualize instructions. | MTSS/RTI Team | Review samples of student work, formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. | Formative: Bi-weekly assessments, District interim data report, student data reports. Summative: Results from 2012 FCAT Mathematics Assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | The results of the 2011 FCAT Mathematics Test indicate that 26% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 33%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (9) | 33% (12) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | Students with Disabilities: As noted on the administration of the 2011 FCAT Mathematic Administration the Students with Disabilities subgroup did not make AYP. These deficiencies are due to limited ability of students' to read and comprehend word problems. | Identify lowest performing students in grades 3-5 based on instructional needs; in addition, provide 45-minute tutoring sessions before and after school. Utilize formative assessments results to individualize instructions. | Rtl | Review formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. | Formative: Bi-weekly assessments, District interim data report, student data reports. Summative: Results from 2012 FCAT Mathematics Assessment |

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

| | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: | The results of the 2011 FCAT Mathematics Test indicate that 53% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 58%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 53% (87) | 58% (96) |

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 | Economically Disadvantaged: As noted on the administration of the 2011 FCAT Mathematic Administration the Economically Disadvantaged subgroup did not make AYP. These deficiencies are due to limited ability of students' to read and comprehend word problems. | Identify lowest performing students in grades 3-5 based on instructional needs; in addition, provide 45-minute tutoring sessions before and after school. Utilize formative assessments results to individualize instructions. | Rtl | Review formative bi-weekly assessment data reports as well as assessments to ensure progress is being made and adjust instruction as needed. | Formative: Bi-weekly assessment data reports; Summative: 2012 FCAT Mathematics Assessment |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|--|--|---|---|
| Effective use of interactive journals and manipulatives in mathematics | K-5 | Math Coach | Mathematics teachers | 9-29-2012 | Classroom observations, review student journals | Administration and Math coach |
| Common Core Standards | 2-5 | April Lyn Vizcaino | School-wide | 08/22/2012 | Lesson plan to submit | Administration and Math Coach |
| Explore Learning Gizmos Math/Science | 3-5 | Sandra Desormeau | Teachers 3 - 5 | 11/08/2012 | Online evaluation to complete | Administration and Math coach |
| Meeting math standards for paraprofessionals | K-5 | Freida J. Griffith | School wide | 10/08/2012 | Online evaluation to complete | Administration and Math coach |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Implementing differentiated instruction, use of manipulatives and math journals within the classroom | Substitute coverage | Title I | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$1,000.00 |

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

| | |
|--|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | On the 2012 administration of the FCAT Science Test 31% achieved proficiency (FCAT level 3). Our Goal is to increase student learning gains from 4 percentage points to 35% . |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31% (15) | 35% (17) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | As noted on the 2012 administration of the FCAT Science the area of deficiency was Big Idea five "Earth in Space and Time." | 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 Earth and Space Science. | Administration / Leadership Team | Teacher Lesson Plans Student Journals Authentic Student Work Classroom Walk-Throughs | Formative: District Interim and school site assessments Summative: 2013 FCAT Science Assessment |
| 2 | These deficiencies are due to students limited ability to derive meaning from complex text, lack of comprehension of science content and concepts , reading below grade level , and lack of resource material to effectively teach and provide students with the opportunity for STEM (Science, Technology, Engineering, and Mathematics) and CTE (Career and Technical Educational) connections that make abstract concepts concrete learning. | 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 Earth and Space Science. 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 Requires students to expand their findings in writing. | Administration / Leadership Team | Teacher Lesson Plans Student Journals Authentic Student Work Classroom Walk-Throughs | Formative: District Interim and school site assessments Summative: 2013 FCAT Science Assessment |
| 3 | Students need additional support to engage in hands-on experiments of science to make abstract concepts concrete | phases, seasons, erosions, weathering, water cycle Engages students in hands-on, real- world | Administration / Leadership Team | Teacher Lesson Plans Student Journals Authentic Student Work | Formative: District Interim and school site assessments Summative: 2013 |

| | | | |
|--------------------------------------|---|-------------------------|-------------------------|
| enhance students real-world outlook. | STEM applications through projects and activities | Classroom Walk-Throughs | FCAT Science Assessment |
|--------------------------------------|---|-------------------------|-------------------------|

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

| | |
|--|-------------------------------------|
| 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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | On the 2012 administration of the Science FCAT, 0% of students scored above proficiency FCAT levels 4 and 5. The expected level of performance for 2013 is to increase by 1 percentage point to 1%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (0) | 2% (1) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|--|
| 1 | On the 2012 administration of the Science FCAT, 0% of students scored above proficiency FCAT levels 4 and 5. The expected level of performance for 2013 is to increase by 1 percentage point to 1%. | As noted on the 2012 administration of the FCAT Science the area of deficiency was Big Idea five "Earth in Space and Time" | Administration / Leadership Team | Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Expose students to University and industry experts in science, technology, engineering and Mathematics(STEM) | Formative: District Interim and school site assessments Summative: 2013 FCAT Science Assessment |
| | These deficiencies are due to students limited ability to derive | Provide instruction in grades K-5 that adheres to the depth | Administration / Leadership Team | Teacher Lesson Plans Student Journals | Formative: District Interim and school site |

| | | | | | |
|---|---|---|----------------------------------|---|--|
| 2 | meaning from complex text, lack of comprehension of science content and concepts , reading below grade level , and lack of resource material to effectively teach and provide students with the opportunity for STEM (Science, Technology, Engineering, and Mathematics) and CTE (Career and Technical Educational) connections that make abstract concepts concrete learning. | and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. 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 Life Science | | Authentic Student Work Classroom Walk-Throughs | assessments Summative: 2013 FCAT Science Assessment |
| 3 | Students need additional support to experiment so that abstract concretize to enhance students real-world outlook | Provide students with the opportunity to demonstrate knowledge of concepts learned and experience science in real-world settings through field trips, science fair, and a Science Club | Administration / Leadership Team | Teacher Lesson Plans Student Journals Authentic Student Work Classroom Walk-Throughs | Formative: District Interim and school site assessments Summative: 2013 FCAT Science Assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|--------------------------------------|--|--|---|---|
| Discovery Education | 3-5 | Discovery Representative | Math/ Science teachers | October 2012 | Classroom Walk-Through | Administration / Leadership Team |
| District Workshops | 3-5 | District | Science teachers | 2012-2013 school Year | Classroom Walkthrough/ Teacher Lesson Plans | Administration |
| Integration of STEM / CTE | 3-5 | Instructional Coaches Math / Science | Math/ Science teachers | September 2012 | Teacher Lesson Plans / Classroom Walk Through | Administration |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|-----------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Implementing mini benchmark labs and use of effective science resources | Provide substitute coverage | Title I | \$500.00 |
| | | | Subtotal: \$500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Conduct essential labs | Lab materials | Title I | \$500.00 |
| | | | Subtotal: \$500.00 |
| | | | Grand Total: \$1,000.00 |

End of Science Goals

Writing Goals

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

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | The results of the 2012 FCAT Writing Test indicate that 56% of the fourth grade students achieved a Level 3.0 or higher. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 61%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 56% (36) | 61% (39) |

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>The area of deficiency as noted on the 2012 FCAT administration of the Writing Test was organization and conventions.</p> <p>Students are in need of the necessary skills to incorporate a logical sequence pattern which includes an introduction, body, and conclusion. Exposure to effective transitional devices is necessary for paragraph cohesiveness. Additionally, attention needs to be given to grammar and mechanics focusing on varied sentence structure.</p> | <p>Conduct whole group/mini lessons addressing writing deficiencies by writing explicit instructions in text structure, paragraph constructing, transitional words, developing topics sentence and supporting details.</p> <p>Provide guiding practice in constructing simple, compound, and complex sentences while incorporating various sentence types (declarative, interrogative, commands, and exclamatory)</p> <p>Revisit punctuation and capitalizations for clarity</p> | MTSS/RtI Leadership Team | <p>Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.</p> <p>The MTSS/RtI Leadership Team, and classroom teachers will analyze data on a monthly basis. The data will be utilized to modify instruction, make instructional decisions, set instructional goals, and to monitor the effectiveness of the instruction and resource</p> | <p>Formative: Students' scores on monthly writing assessments</p> <p>Summative: 2013 FCAT Writing Assessment</p> |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|---|---|--|--|---|
| Steps for self editing | 3-5 | Reading Coach | 3-5 Teachers | September 26, 2012 | Classroom walk-through log documenting the use of editing techniques. Students' scores on the monthly writing assessments. | Administration Reading Coach |
| Effective writing strategies and use of rubric | 3-5 | Reading Coach and Curriculum Support specialist | 3-5 Teachers | September 29, 2012 | Monthly writing assessments and review of student writing journal | Administration Reading Coach |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|-----------------------------|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Review anchor papers and score student essays | Provide substitute coverage | Title I | \$500.00 |
| | | | Subtotal: \$500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$500.00 |

End of Writing Goals

Attendance Goal(s)

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

| | |
|---|--|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal # 1: | Our goal for this year is to increase attendance to 1% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (3 or more) by 2%. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 93.29% (424) | 94.29% (428) |

| | |
|--|---|
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 208 | 198 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 143 | 136 |

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 | Truancy increased by 1% from previous year due to high rate of transient students and students with illnesses. | Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) and MTSS/RtI for intervention services. Provide Parent Resource information to parents through meetings. Health Connect in our schools | Administration Counselor School Social Worker School Nurse | Review of attendance bulletins Communication log Clinic visitation log | TCST and MTSS/RtI logs Attendance bulletins |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---------------------|---|---|--|---|--|
| Truancy Prevention | K-5 Attendance | Counselor Social Worker School Nurse | All teachers, counselor, and attendance clerk | September 17, 2012 | Develop a truancy prevention program with school social worker and counselor. | Administrator Counselor Social Worker |
| School representatives will attend professional development sessions offered by the Alliance for a Healthier Generation | K-5 Wellness | Physical Education teacher / Staff from Alliance for a Healthier Generation | All teachers, counselor, and attendance clerk | September 17, 2012 | The school will create a wellness council committee in order to monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation, the American Heart Association and the Clinton Foundation. | Administrators Physical education teacher Wellness council |

Attendance Budget:

| 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 |
| Reward students with perfect attendance at the end of each semester | Attendance certificates | Title I | \$500.00 |
| | | | Subtotal: \$500.00 |
| | | | Grand Total: \$500.00 |

End of Attendance Goal(s)

Suspension Goal(s)

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

| | |
|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal #1: | Our goal for the 2012-2013 school year is to maintain the total number of in school suspensions at 1 and decrease the total number of outdoor suspensions to 23 and the number of students suspended to 20. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 1 | 1 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 1 | 1 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 23 | 21 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 20 | 18 |
| 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 | Additional focus on student code of conduct positive behavior and reinforcement. | Increase knowledge of the Student Code of Conduct. Provide incentives for compliance. | Administration Counselor | Review of monthly suspension report | Code of Student Conduct |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Student Code of Conduct | K-5 | PD Facilitator | School wide | August 17, 2012 | Adherence to student code of conduct, review monthly suspension report | Administration Counselor |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 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 PIP | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | |
| See PIP | | See PIP | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 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: | | | During the 2012-13 school year our goal is to increase student participation in utilizing computer programs to incorporate mathematics and science to create research projects or essay samples. | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited ability to derive meaning from complex text, lack of comprehension of science content and concepts, reading below grade level, and lack of resource material to effectively teach and provide students with the opportunity for STEM (Science, Technology, Engineering, and Mathematics) and CTE (Career and Technical Educational) connections that make abstract concepts concrete learning. | 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 Earth and Space Science. 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 Requires students to expand their findings in writing. | Administration Science Coach Math Coach | Review formative interim assessments and data reports. To ensure progress is being made and adjust instruction as needed | Formative: District Interim assessments Summative: 2013 FCAT Assessment |

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

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

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

| | | | | | | |
|---------------------|-----|-----------------------------|---------------------------|--|--|----------------|
| Integration of STEM | 3-5 | Math Coach Science Coach | Math and Science teachers | September 26, 2012 October 26, 2012 November 6, 2012 | Teacher Lesson Plans Classroom walkthroughs | Administration |
|---------------------|-----|-----------------------------|---------------------------|--|--|----------------|

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 |
| Use of STEM strategies in math and science classes | Substitute coverage | Title I | \$500.00 |
| | | | Subtotal: \$500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$500.00 |

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|--|-----------------------------|----------------|-------------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Review interim assessment, FAIR and Success Maker data | Substitute coverage | Title I | \$1,000.00 |
| Mathematics | Implementing differentiated instruction, use of manipulatives and math journals within the classroom | Substitute coverage | Title I | \$1,000.00 |
| Science | Implementing mini benchmark labs and use of effective science resources | Provide substitute coverage | Title I | \$500.00 |
| Writing | Review anchor papers and score student essays | Provide substitute coverage | Title I | \$500.00 |
| STEM | Use of STEM strategies in math and science classes | Substitute coverage | Title I | \$500.00 |
| | | | | Subtotal: \$3,500.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Science | Conduct essential labs | Lab materials | Title I | \$500.00 |
| Attendance | Reward students with perfect attendance at the end of each semester | Attendance certificates | Title I | \$500.00 |
| | | | | Subtotal: \$1,000.00 |
| | | | | Grand Total: \$4,500.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|------------|
| Student incentives for academic, attendance, and behavior | \$1,000.00 |

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

The Educational Excellence school Advisory Council (EESAC) has an important function for the success of Orchard Villa Elementary school. Listed below are some of the functions of the EESAC:

- Reach out to community to obtain more partners
- Organize FCAT family night event
- Sponsor drives to increase parent involvement
- Assist the school to create and analyze school climate surveys for parents and students
- Monitor SIP throughout the school year

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 ORCHARD VILLA ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 58% | 60% | 76% | 46% | 240 | 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 | 53% | 61% | | | 114 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 60% (YES) | 70% (YES) | | | 130 | 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 | | | | | 484 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Dade School District ORCHARD VILLA ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 52% | 46% | 78% | 32% | 208 | 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 | 59% | 72% | | | 131 | 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? | 75% (YES) | 88% (YES) | | | 163 | 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 | | | | | 502 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |