FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: REDLAND ELEMENTARY SCHOOL

District Name: Dade

Principal: Fred Albion

SAC Chair: Nadia Stewart

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/5/2012

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	Fred Albion	Bachelor of Arts Degree: Psychology Master of Science Degree Ed. Leadership Doctorate in Philosophy Certification: Special Education	1	23	'12 '11 '10 '09 '08 School Grades A A A A A High Standards 72 89 89 90 87 Math 73 90 83 85 88 Learning Gains-R 68 74 77 74 74 Learning Gains-M 71 77 58 74 72 Gains-R-25 55 59 61 70 61 Gains-M-25 70 71 53 57 75
Principal					
Assis Principal	Alicia Boyd	BS-Elem. Ed, Florida International University (FIU) MS-ESOL, FIU Specialist in Ed. Leadership, FIU Certification: Elem. Ed., ESOL K-12, Ed.	1	6	'12 '11 '10 '09 '08 School Grades A A A A A High Standards 72 93 93 93 96 Math 73 96 94 95 98 Learning Gains-R 68 69 73 78 74 Learning Gains-M 71 69 62 67 64 Gains-R-25 55 66 66 78 83 Gains-M-25 70 76 71 67 64

		Leadership and Gifted			

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with Principal and Assistant Principal (opening of school, first week, monthly thereafter).	Principal and Assistant Principal	On-going	
2	Partnering new teachers and veteran staff to ensure effective induction and support. (meet bi-monthly)	Professional development liaison	On-going	
3	Solicit universities to recruit promising interns and conduct open house for newly graduated teachers.	Assistant Principal and Professional development liaison	On-going	
4	Solicit referrals from current employees.	Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

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
64	3.1%(2)	25.0%(16)	56.3%(36)	15.6%(10)	18.8%(12)	100.0%(64)	9.4%(6)	1.6%(1)	75.0%(48)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A
Cira Marti	Karla Miraben	New Teacher	Collaborative Planning and Classroom Observations
Polly Wing	Frances Rodriguez-Green	New Teacher	Collaborative Planning and Classroom Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent Academy Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

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 (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners including:
tutorial programs (K-12) parent outreach activities (K-12) professional development on best practices for ESOL and content area teachers coaching and mentoring for ESOL and content area teachers (K-12) reading and supplementary instructional materials(K-12) hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process). The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. 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 and 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 implementing a 2012 summer academic enrichment camp for students in four homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a DARE non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling. Counselors also present an Anti-Bullying Campaign Program to increase awareness of bullying and reduce incidences of bullying. The school also has a Safety Patrol Program to reduce incidents by students by providing a presence that reports to adults only potentially harmful situations.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
4) School also has a Healthy School Grant that provides information on good nutrition and good health through exercise.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The school guidance department sponsors a Career Day and invites members of the community to introduce potential career paths to our students. The day's activities include K-5 in hands-on activities and exposure to many different careers.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Redland Elementary MTSS/RtI extends the School's Leadership Team and supports the administration in a process of problem solving to address identified issues. Through a systematic analysis of available data which impacts student achievement, school safety, school culture, literacy, attendance, suspensions, and student social/emotional well-being, the MTSS/RtI Team will develop strategies and action plans to address the prevention of student failure through early identification and intervention.
Identify the school-based MTSS leadership team.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. The Principal also ensures commitment and allocates resources.

Assistant Principal: Assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk."

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Coach(es): Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

The MTSS/RtI Leadership Team will also include additional personnel as resources to the team, based on specific problems or concerns, such as special education personnel, school guidance counselor, school psychologist, school social worker and teachers. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proposition to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

Counselor: provides individual and group guidance activities, consults with teachers and parents to provide strategies that address behavior problems, monitor school attendance, and assist in the development of social/emotional difficulties.

SPED Chair: reviews student IEPs, assists in address issued related to academics and behavior.

ELL Chair: reviews the individual ELL student plan, assists in addressing the issues related to cultural and language.

School Psychologist: facilitates for the MTSS/RtI process, conducts thorough review of collected data.

Core: is the first level of support in instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

Supplemental: is the second level of support and consists of instruction and interventions that are provided in addition to and

in alignment with effective core and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Intensive: is the third level of support that consists of direct instructional and/or behavioral interventions in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual's rate of progress academically or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The MTSS/RtI Leadership Team will utilize the Response to Intervention process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The MTSS/RtI Team will also work closely with the Literacy Team to identify school-wide interventions and activities.

The Leadership Team will:

1. Review, analyze, and monitor assessment data and evaluate progress by targeting the following important issues: Students and teachers will focus on the curriculum-based standards as presented by the Sunshine State Standards. Teachers will use district pacing guides and school site developed focus calendars to guide their instruction as delineated by their individual classroom data from assessments. It is expected that teacher will differentiate instruction and will group their students in a flexible manner to reflect data. Data from all assessments (both classroom and district) will be reviewed to focus on students having difficulties and appropriate intervention will be developed to meet the needs of the students. When it is determined that students have not learned the presented curriculum, additional interventions will be prescribed such as after-school tutoring or in school pull-outs. When students have mastered the curriculum, as evidenced by multiple assessments, teachers will provide additional opportunities to expand student knowledge in areas students have mastered through the use of technology and enrichment activities.

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. This data will be from district and school-wide assessments as well as classroom assessments by teachers. From the data, trends will be identified and professional development will be included in school site activities.

3. Hold regular team monthly meetings and review current data and issues regarding student achievement.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through department and faculty meetings.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. The MTSS/RtI Team will conduct teacher data chats in order to provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. Teacher so identified will be provided with additional support to raise student achievement.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. Special attention will be placed on sub-groups not meeting AMO and Reading for the lowest 25%.

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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis and the MTSS/RtI model with special attention to the School Improvement Plan goals and strategies. Goals and strategies will develop to address specific groups of students and their academic needs. The focus will be on meeting the goals as indicated on the SIP.
> 2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through formal and informal observations. These observations will be reviewed, discussed, and an action plan developed to address any areas needing attention or remediation.
> 3. The Leadership Team will provide levels of support and interventions to students and teachers based on data reviewed through teacher data chats with administration.

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.

> 1. Data will be used to guide instructional decisions and system procedures for all
> students to:
> -adjust the delivery of curriculum and instruction to meet the specific needs of students
> -adjust the delivery of behavior management system
> -adjust the allocation of school-based resources
> -drive decisions regarding targeted professional development
> -create student growth trajectories in order to identify and develop interventions
> 2. Managed data will include:
> Academic
> Classroom assessments in Reading, Mathematics, Science, and Writing
> After-school Tutoring assessment data
> SES providers assessment data when available
> PMRN-FAIR assessment
> VPORT
> CELLA
> Student Case Management Referrals
> Edusoft
> SuccessMaker
> Destination Learning (Riverdeep)
> District Interim assessments
> FCAT scores
> Student grades on interims and report cards
> School site specific assessments
> Attendance- focusing on Kindergarten and First grade

Describe the plan to train staff on MTSS.

> The district professional development and support will include:
> 1. training for all in the MTSS Team members in problem solving, data analysis process;
> 2. providing support for school staff to apply basic MTSS principles and procedures;
> And;
> 3. providing a network of ongoing support for MTSS organized through feeder patterns

Describe the plan to support MTSS.

> 1. Align policies and procedures across classroom, grade, building, district, and state levels.
> 2. Provide ongoing data-driven professional development activities that align core student goals and staff needs.
> 3. Communicate outcomes with stakeholders and celebrate success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) is composed of the Principal, Literacy Reading Leader, one Reading teacher from grades K-2, one reading teacher from grades 3-5, ESOL Chairperson, SPED Chairperson and the Media Specialist. As needed, other teachers will be asked to join to address specific areas of concern.

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

The function of the school-based LLT is to infuse consistent research-based reading practices through the school and monitor instruction with data study at every grade. Areas of focus for the LLT are the curriculum, instruction, assessment and how it guides instruction, professional development, allocation of resources, intensive reading intervention for Tier 3 students, and parental involvement. The LLT will meet monthly to refine a shared language of literacy, deepen the team's commitment to the achievement of all students, consolidate resources, refine teaching practices to align with the needs of students, and build an internal capacity for support. The meeting process will provide a social context for problem solving, support and sharing. LLT members will use tools for data collection in an effort to analyze problems and allow for deeper problem solving strategies. At the first meeting, the literacy reading coach will outline routines, protocols, roles, responsibilities, and a statement of purpose and vision of the school through discussion with the team members. A tentative calendar and schedule of activities will be developed and refined throughout the school year.

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

The major initiatives for this year will be to increase student engagement and to provide differentiated instruction in one or more of the reading areas (phonological awareness, phonics, fluency, vocabulary, and comprehension); incorporate reading and writing across the curriculum which will extend to art, music, physical education, and bilingual education; use grade level text to reinforce informational and literary reading skills.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Parent workshops are conducted to acquaint parents with the requirements of the kindergarten programs and the curriculum. Tours are held with parents and children to provide a smooth transition. Throughout the year, family nights will be conducted to keep parents involved and informed with their child's education.

All students were assessed with the High Scope Key Experiences assessment and Houghton Mifflin benchmark assessment at the beginning, middle, and end of the preschool school year prior to entering kindergarten. Data derived from these assessments were used to plan instruction and intervention.

*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.

*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?

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?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 25% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (112)	30% (134)

Problem-Solving Process to Increase Student Achievement						

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2011-2012 administration of the FCAT 2.0 Reading Test was reporting category 2, Reading Application. Students lack the ability to use text structure and identify the Main Idea and the Authors Purpose in grade level text. Additionally, students demonstrated difficulty in recognizing the plot within reading text.	1A.1. Students will use grade-level appropriate texts, both fiction and nonfiction, that contain a variety of text features as well as passages that include main idea, author's purpose and perspective. Teachers will implement graphic organizers and open ended questioning that reflect item specifications for Informational Text during whole group and small group instruction.	1A.1.Literacy Leadership Team	1A.1. Monitor classroom assessments focusing on the students' ability to identify main idea, both stated and implied and to identify author's purpose in grade level text and how the author's purpose influences text and provide intervention when appropriate.	1A.1. Formative district interim assessments Summative 2013 FCAT 2.0 assessment.

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

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

Problem-Solving Process to Increase Student Achievement						

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

1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicat that 28% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 30% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (126)	30% (134)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2011-2012 administration of the FCAT 2.0 Reading Test was reporting category 4, Informational Text/Research Process. Students lack the ability to use text features in non-fiction passages.	2A.1. The students will use real world documents such as, Time For Kids, how-to articles, brochures, fliers, websites, and use text features to locate, interpret and organize information. This will increase content knowledge of text structure and nonfiction text and enrich student learning.	2A.1. Literacy Leadership Team	2A.1. Monitor bi-weekly classroom assessments through data chats and classroom observations. Instruction will be adjusted as needed.	2A.1. Formative classroom assessments / district interim assessments Summative 2013 FCAT 2.0 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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was identifying main idea and author's purpose in grade	2B.1. The student will be presented with grade level text that is similar in length to the passages used on the Florida Alternate Assessment; and, that include main	2B.1. Literacy Leadership Team	2B.1. Monitor bi-weekly classroom assessments through data chats and classroom observations. Instruction will be adjusted as needed.	2B.1. Formative classroom assessments Summative 2013 Florida Alternate Assessment

level text.	idea and author's purpose.	

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:	On the 2012 administration of the FCAT 2.0 Reading Test, 77% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (209)	82% (223)

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<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
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<td>1</td>
<td>3A.1.
The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reporting category 2, Reading Application. The deficiency is due to the inconsistency of differentiated instruction with fidelity.</td>
<td>3A.1.
Students will receive differentiated instruction to increase student engagement.Use graphic organizers and project-based learning to increase student achievement. Students will use Accelerated Reader to increase fluency and their reading comprehension level.</td>
<td>3A.1. Literacy Leadership Team</td>
<td>3A.1.
Ensure that differentiated instruction is consistently utilized as part of the Reading/Language Arts block through weekly classroom visitations. In addition, monitor FAIR results and ongoing progress monitoring through data chats. Instruction will be adjusted as needed.</td>
<td>3A.1.
Formative district interim assessments FAIR Summative 2013 FCAT 2.0 assessment. Informal assessments</td>
</tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>3B.1.
The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was identifying the main idea and author's purpose in grade level text.</td>
<td>3B.1.
The student will be presented with grade level text that is similar in length to the passages used on the Florida Alternate Assessment; and, that include main idea and author's</td>
<td>3B.1.
Literacy Leadership Team</td>
<td>3B.1.
Monitor bi-weekly classroom assessments through data chats and classroom observations. Instruction will be adjusted as needed.</td>
<td>3B.1.
Formative classroom assessments Summative 2013 Florida Alternate Assessment</td>
</tr>
</table>

purpose.

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:	On the 2011-2012 administration of the FCAT 2.0 Reading Test, 84% of lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 89%
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (60)	89% (63)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency as noted on the 2011-2012 administration of the FCAT 2.0 Reading Test was reporting category 2, Reading Application. The deficiency is due to students' lack of ability to use text structure and identify the Main Idea and the Author's Purpose in grade level text.	4A.1. Implement SuccessMaker and Voyager (K-2) as a Tier 2 intervention to target the lowest 25% with an additional 30 minutes of Reading.	4A.1. Literacy Leadership Team	4A.1. Review SuccessMaker reports bi-weekly to ensure students are meeting proficiency levels and adjust instruction as needed. Review FAIR reports.	4A.1. Formative district interim assessments, FAIR, and SuccessMaker Summative 2013 FCAT 2.0 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 # 5A : The results of the 2010-2011 FCAT indicate that 73% of students achieved proficiency. Our goal for the 2016-2017 school year is to increase student proficiency by 13 percentage points to 86%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	66%	69%	73%	

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:	On the 2011-2012 administration of the FCAT 2.0 Reading Test, 75% of the White subgroup and 52% of the Hispanic subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the White subgroup by 3 percentage points to 78% and the Hispanic subgroup by 6 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 75% (40) Black: 77%(22) Hispanic: 52%(187) Asian: N/A American Indian: N/A	White: 78%(41) Black: 78%(23) Hispanic: 58%(209) Asian: N/A American Indian

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency for the White and Hispanic subgroups on the 2012 FCAT 2.0 Reading Test was reporting category 2, Reading Application. The deficiency is due to the inconsistency of differentiated instruction with fidelity.	5B.1. Students will receive differentiated instruction to increase student engagement. Use graphic organizers and project-based learning to increase student achievement	5B.1. Literacy Leadership Team	5B.1. Ensure that differentiated instruction is consistently utilized as part of the Reading/Language Arts block through weekly classroom visitations. In addition, monitor FAIR results and ongoing progress monitoring through data chats. Instruction will be adjusted as needed.	5B.1. Formative district interim assessments FAIR Summative 2013 FCAT 2.0 assessment. Informal assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	On the 2011-2012 administration of the FCAT 2.0 Reading Test, 39% of the ELL subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the ELL subgroup by 9 percentage points to 78% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (51)	48% (63)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency for the ELL subgroup on the 2012 FCAT 2.0 Reading Test was reporting category 2, Reading Application. The deficiency is due to the inconsistency of differentiated instruction with fidelity.	5C.1. Students will receive differentiated instruction to increase student engagement. Use graphic organizers and project-based learning to increase student achievement.	5C.1. Literacy Leadership Team	5C.1. Ensure that differentiated instruction is consistently utilized as part of the Reading/Language Arts block through weekly classroom visitations. In addition, monitor FAIR results and ongoing progress monitoring through data chats. Instruction will be adjusted as needed.	5C.1. Formative district interim assessments FAIR Summative 2013 FCAT 2.0 assessment. Informal assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2011-2012 administration of the FCAT 2.0 Reading Test, 52% of the ED subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the ED subgroup by 7 percentage points to 59% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (200)	59% (227)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency for the ED subgroup on the 2012 FCAT 2.0 Reading Test was reporting category 2, Reading Application. The deficiency is due to the inconsistency of differentiated instruction with fidelity.	5E.1. Students will receive differentiated instruction to increase student engagement. Use graphic organizers and project-based learning to increase student achievement.	5E.1. Literacy Leadership Team/Media Specialist	5E.1. Ensure that differentiated instruction is consistently utilized as part of the Reading/Language Arts block through weekly classroom visitations. In addition, monitor FAIR results and ongoing progress monitoring through data chats. Instruction will be adjusted as needed.	5E.1. Formative district interim assessments FAIR Summative 2013 FCAT 2.0 assessment. Informal assessments

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 Engagement	K-5	Sheryl Melero	K-5th Grade Teachers	Ongoing starting on October 2012 and concluding on February 1, 2013	Debriefing lessons and student work	P.D. Liaison

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
The students will use real world documents such as, how-to articles, brochures, fliers, and websites and use text features to locate, interpret and organize information.	Time For Kids	Title I	$2,320.50
Implement After School Academy tutoring program.	Implement After School Academy tutoring program.	Title I	$4,500.00
Students will identify and interpret elements of story structure within a grade level text. Using guiding questions such as "what does he think"; students will identify elements of character development and point of view. Students will identify how authors use figurative language (simile, metaphors, and personification) to enrich the story.	Classroom Libraries	School sponsored Book Fairs	$2,500.00
Kindergarten- 2nd Grade Tier 2 Intervention	Personnel	SACS Funds	$1,700.00
			Subtotal: $11,020.50

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Students will use Accelerated Reader to increase fluency and their reading comprehension level.	Accelerated Reader	SACS Fund	$2,570.00
			Subtotal: $2,570.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Supplies	Title I	$325.00
			Subtotal: $325.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $13,915.50

End of Reading Goa

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 2011-2012 CELLA Test indicate that 45% of the students were proficient in Oral skills.

2012 Current Percent of Students Proficient in listening/speaking:

45% (160)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Insufficient use of	1.1. Teachers will use simple	1.1. Literacy	1.1. Through quarterly	1.1. Formative

1	listening and speaking activities in the classroom have been a barrier in the acquisition of the language.	and direct language in their instruction and students will repeat and paraphrase. Students will work in cooperative learning groups and orally present group projects.	Leadership Team	classroom observations teachers will utilize rubrics to evaluate students' oral presentations. This will ensure that progress is being made and instruction will be adjusted as needed.	Rubric Summative CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Test indicate that 25% of the students were proficient in Reading skills.

2012 Current Percent of Students Proficient in reading:
25% (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	2.1. The area of deficiency is Vocabulary. The deficiency is due to the students' limited access to real world experiences. Additionally, students lack the ability to use context clues, base words, suffixes, prefixes and root words to determine word meanings.	2.1. Students will utilize graphic organizers, semantic maps, and word webs to identify and analyze vocabulary	2.1. Literacy Leadership Team	2.1. Monitor classroom assessments bi-weekly focusing on the students' ability to identify meanings of words, phrases, root words, affixes, phrases, and expressions. Instruction will be adjusted as needed.	2.1. Formative district interim assessments, classroom assessments Summative CELLA

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 2011-2012 CELLA Test indicate that 21% of the students were proficient in Writing skills.

2012 Current Percent of Students Proficient in writing:
21% (75)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The deficiency is due to students' limited opportunities to write.	3.1. Students will use a reading response journal to record their thoughts and questions about anything they	3.1. Literacy Leadership Team	3.1. Through bi-weekly teacher and peer writing conferencing, students will demonstrate an	3.1. Formative district pre, mid, and post writing assessments Summative

	are reading, including content areas.		increase in knowledge of vocabulary and English language conventions.	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 30% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (135)	37% (165)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 – Fractions Grade 4 and 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles	1A.1. Provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice. Utilize CPALMS and GIZMO resources to present material in a variety of modalities through the use of technology.	1A.1. MTSS/RtI Leadership Team	1A.1. Monitor student progress through GO MATH assessment data, and weekly quizzes to ensure progress is being made. Adjust instruction as needed.	1A.1. Formative district interim assessments, Success Maker Reports Informal assessments, Student work Summative 2013 FCAT 2.0 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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 24% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 3 percentage points to 27%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
24% (107)	27% (121)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 – Fractions Grade 4 and 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.	2A.1. Provide students with enrichment activities that encourage higher order thinking to include real life application of number operation problems to solve and present. Give students independent work to demonstrate the problem solving process through hands-on projects and presentations. Utilize CPALMS and GIZMOS resources to present material in a variety of modalities through the use of technology.	2A.1. MTSS/RtI Leadership Team	2A.1. Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made. Adjust instruction as needed.	2A.1. Formative district interim assessments, Success Maker Reports Informal assessments, Student work Summative 2013 FCAT 2.0 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
	2B.1. The area of deficiency as	2B.1. Provide hands-on	2B.1. MTSS/RtI	2B.1. Monitor student progress	2B.1. Formative

1	noted on the 2011-2012 administration of the Florida Alternate Assessment was numbers and operations.	activities for skip counting to identify multiples of single digit numbers. Utilize Success Maker and I-ready technology programs to increase student skills in numbers and operations.	Leadership Team	through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made. Adjust instruction as needed.	Success Maker and I-ready reports, Informal assessments, Student work Summative 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011 administration of the FCAT Mathematics Test, 66% of students made learning gains. Our goal for the 2011-2012 school year is to increase students achieving learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (170)	71% (183)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td align="center">Anticipated Barrier</td><td align="center">Strategy</td><td align="center">Person or Position Responsible for Monitoring</td><td align="center">Process Used to Determine Effectiveness of Strategy</td><td align="center">Evaluation Tool</td></tr>
<tr><td>1</td><td>3.1. The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Mathematics Test was Number: Operations, Problems & St. This deficiency is due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various student learning styles.</td><td>3.1. Provide hands-on activities where students develop an understanding of fluency with the operation of whole numbers and addition and subtraction of fractions and decimals; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Utilize CPALMS resources to present material in a variety of modalities through the use of technology.</td><td>3.1.RtI Leadership Team</td><td>3.1. Monitor student progress through GO MATH assessment data, and weekly quizzes to ensure progress is being made. Adjust instruction as needed. Classroom walkthroughs and teacher data chats.</td><td>3.1. Formative district interim assessments Summative 2012 FCAT 2.0 Mathematics assessment. Success Maker Reports Informal assessments, Student work</td></tr>
</table>

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td></td><td></td><td align="center">Person or</td><td align="center">Process Used to</td><td></td></tr>
</table>

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was numbers and operations.	3B.1. Provide hands-on activities for skip counting to identify multiples of single digit numbers. Utilize Success Maker and I-ready technology programs to increase student skills in numbers and operations.	3B.1. MTSS/RtI Leadership Team	3B.1. Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to enure progress is being made. Adjust instruction as needed.	3B.1. Formative Success Maker and I-ready reports, Informal assessments, Student work Summative 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2011-2012 administration of the FCAT 2.0 Mathematics Test, 79% of lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (57)	84% (60)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 – Fractions Grade 4 and 5 – Geometry and measurement These deficiencies are due to students' lack of fluency in basic arithmetic skills.	4A.1. Identify the lowest performing students in grades 3-5 based on instructional needs. After school tutoring program will be implemented from November through April.	4A.1. MTSS/RtI Leadership Team	4A.1. Monitor student progress through GO MATH assessment data, Success Maker and weekly quizzes to ensure progress is being made. Adjust instruction as needed.	4A.1. Formative district interim assessments, Success Maker Reports Informal assessments, Student work Summative 2013 FCAT 2.0 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 by 50%.	Elementary School Mathematics Goal # The results of the 2010-2011 FCAT indicate that 73% of students achieved proficiency. Our goal for the 2016-2017 school year is to increase student proficiency by 13 percentage points to 86%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	65%	69%	72%	76%	

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

5B. Student subgroups by ethnicity (White, Black,	On the 2011-2012 administration of the FCAT 2.0 Mathematics Test, 73% of the White subgroup, 55% of the

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Black subgroup and 53% of the Hispanic subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the White subgroup by 4 percentage points to 77%, the Black subgroup by 27 percentage points to 82% and the Hispanic subgroup by 9 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% Black: 55% Hispanic: 53% Asian: N/A American Indian: N/A	White: 77% Black: 82% Hispanic: 62% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 – Fractions Grade 4 and 5 – Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.	5B.1. Provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice. Utilize CPALMS and GIZMO resources to present material in a variety of modalities through the use of technology.	5B.1. MTSS/RtI Leadership Team	5B.1. Monitor student progress through GO MATH assessment data, projects, and weekly quizzes to ensure progress is being made. Adjust instruction as needed.	5B.1. Formative district interim assessments, Success Maker Reports Informal assessments, Student work Summative 2013 FCAT 2.0 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:	The results of the 2010-2011 FCAT Mathematics Test indicate that 66% of the English Language Learner (ELL) subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase student proficiency by 3percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (109)	69% (114)

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
	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 – Fractions Grade 4 and 5 –	5C.1. Provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals.	5C.1. MTSS/RtI Leadership Team	5C.1. Monitor student progress through GO MATH assessment data, Success Maker and weekly quizzes to ensure progress is being made. Adjust instruction as	5C.1. Formative district interim assessments, Success Maker Reports Informal assessments,

				needed.	Student work
1	Geometry and measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles.	Provide context for mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice. Utilize CPALMS and GIZMO resources to present material in a variety of modalities through the use of technology.			Summative 2013 FCAT 2.0 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	On the 2011-2012 administration of the FCAT 2.0 Mathematics Test, 53% of the ED subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the ED subgroup by 10 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (204)	63% (242)

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
	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: Grade 3 – Fractions Grade 4 and 5 – Geometry and	5E.1. Provide hands-on activities where students develop automaticity with the operation of whole numbers and addition and subtraction of fractions and decimals. Provide context for	5E.1. MTSS/RtI Leadership Team	5E.1. Monitor student progress through GO MATH assessment data, Success Maker and weekly quizzes to ensure progress is being made. Adjust instruction as needed.	5E.1. Formative district interim assessments, Success Maker Reports Informal assessments, Student work

| 1 | measurement These deficiencies are due to a limited variety of presentation strategies, with an emphasis on technology; not taking into account the various learning styles. | mathematical exploration and the development of student understanding of Geometric and measurement concepts using manipulatives and engaging opportunities for practice. Utilize CPALMS and GIZMO resources to present material in a variety of modalities through the use of technology. | | | Summative 2013 FCAT 2.0 Mathematics assessment |

End of Elementary School Mathematics Goal

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT ENGAGEMENT	K-5	Sheryl Melero	K-5 Mathematics Teachers	Ongoing starting on October 2012 and ending on February 2013	Teacher Reflections and classroom visitations	P.D. Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identify the lowest performing students in grades 3-5 based on instructional needs; provide After-School tutoring sessions	After-school	Title I	$4,000.00
		Subtotal: $4,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for students to work with visual representations of mathematical ideas using technology and project-based learning	Supplies	Title I	$1,500.00
		Subtotal: $1,500.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Grand Total: $5,500.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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:	The results of the 2011-2012 FCAT 2.0 Science Test indicate that 27% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5percentage points to 32%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
27% (37)	32% (43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the Science FCAT 2.0 is Nature of Science. The deficiency is due to the inconsistency of exposure to a variety of hands-on inquiry-based learning opportunities in grades K-5.	1A.1. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will incorporate GIZMOS technology labs into their instruction. Teachers will also incorporate informational technology sites such as NASA, Discovery Education and Brain POP.	1A.1. MTSS/RtI Leadership Team	1A.1. Weekly Lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book. Instruction will be adjusted as needed	1A.1. Formative district interim assessments Student Lab Sheets, Informal assessments Summative 2013 FCAT 2.0 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:	There were no students tested in the 2011-2012 Florida Alternate Assessment Science Section.
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
	1B.1. Students would benefit from increased exposure to hands-on	1B.1. Provide students with object and pictures for exploration and	1B.1. MTSS/RtI Leadership Team	1B.1. Weekly Lab sheets will be used to monitor the effectiveness of the	1B.1. Formative Student Lab Sheets, Informal

		science exploration and technology activities.	identification of key scientific concepts. Teachers will also incorporate informational technology sites such as NASA, Discovery Education and Brain POP.		implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book. Instruction will be adjusted as needed	assessments Summative 2013 Florida Alternate Assessment
1						

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:	The results of the 2011-2012 FCAT 2.0 Science Test indicate that 10% of the students achieved levels 4 and 5proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (13)	12% (16)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the Science FCAT 2.0 is Nature of Science. The deficiency is due to the inconsistency of exposure to a variety of hands-on inquiry-based learning opportunities in grades K-5.	2A.1. Provide enrichment activities that include technology based collaborative projects with NASA websites to increase knowledge of earth and space. Conduct inquiry-based activities that allow for the testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth/Space science. Teachers will also incorporate informational technology sites such as NASA, Discovery Education and Brain POP.	2A.1. MTSS/RtI Leadership Team	2A.1. Weekly Lab sheets will be used to monitor the effectiveness of the implementation of inquiry-based learning through the use of the Scott Foresman Science Activity Book. Instruction will be adjusted as needed.	2A.1. Formative district interim assessments Student Lab Sheets, Informal assessments Summative 2013 FCAT 2.0 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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Engagement	K-5	Sheryl Melero	K-5 Science Teachers	Ongoing starting on October 2012 and ending on February 2013	Teacher Reflections and Classroom Visitations	P.D. Liaison

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using hands-on lab activities, classroom discussion, and projects, provide students with the opportunities to compare, contrast, interpret, analyze and explain scientific concepts to reinforce higher order thinking skills.	Replenishment of lab materials	Title I	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Science Goals

Writing Goals

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 2011-2012 FCAT 2.0 Writing Test indicate that 79% of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (119)	81% (122)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test, was the students' limited use of figurative and descriptive language to convey style, tone (voice) and conventions. The deficiency is due to students' limited vocabulary and knowledge of English Language conventions.	1A.1. Teachers will display word walls and figurative language displays. Teachers will be provided with "Magnified Moment" technique to infuse "voice" into their writing. Use Wordly Wise to improve vocabulary in lower grades to help students writing. Students will keep a writing portfolio to show their development of writing through the process of drafting, revising, editing, and publishing.	1A.1. MTSS/RtI Leadership Team	1A.1. Administer and score students' monthly writing prompts to monitor student progress and adjust focus on instruction as needed.	1A.1. Formative district pre, mid, and post assessments Summative 2013 FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Author's Voice and Conventions	3-4	Sheryl Melero	3-4 Reading/LA Teachers	Ongoing starting on October 2012 and ending on February 2013	Debrief student work	PD Liaison

Writing Budget:

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

End of Writing Goals

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 2012-2013 is to increase attendance from 95.53% to 96.03% by minimizing absences. In addition, our goal is to decrease the number of excessive absences (10 or more) and excess tardies (10 or more) by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.53% (892)	96.03% (897)

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
	274	260
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	159	151

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barrier is the lack of understanding of attendance policies, procedures and their implications to student achievement.	1.1. Identify and refer students who may be developing a pattern of nonattendance to the Counselor, Social Worker, and/or MTSS/RtI for possible intervention. Provide incentives to students who display exemplary attendance. Utilize the Community Involvement Specialist (CIS) to inform parents of attendance policies, procedures and their implications to student achievement. CSI will also provide parents with information about medical assistance programs (Medic aid, Kid Care, etc.)	1.1. Counselor, Social Worker, and/or MTSS/RtI	1.1. Monitor Attendance Bulletins and COGNOS reports.	1.1. Attendance bulletins COGNOS Attendance Intervention logs
2		1.2. Parents/Guardians of students with excessive tardies will receive an ISIS generated letter from the Registrar.			

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
Attendance Procedures	K-5	Alicia Boyd, Assistant Principal and Community Involvement Specialist (CIS)	K-5th Grade Teachers	October 2, 2012	Review and Monitor Individual Homeroom teacher attendance	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement After-school Writing Academy	After-school Academy Tutoring (Writing)	TITLE I	$2,000.00
N/A	N/A	N/A	$0.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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 2011-2012 school year is to decrease the total number of suspensions by 1 from 6 to 5.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The area of deficiency is noncompliance with the Student Code of Conduct. This deficiency is due to the lack of consistency in recognizing positive behavior.	1.1. School counselor will visit all classrooms and promote the district anti-bullying program and Student Code of Conduct. Classroom teachers will identify students who frequently bully and refer them to the guidance counselor for small group counseling. The school will implement a school-wide behavioral system using positive reinforcements.	1.1. Administration and Counselor	1.1. Review and monitor COGNOS suspension report monthly	1.1. COGNOS suspension report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying Prevention Program	K-5	Counselor	Pre-K-5 Teachers	October 2, 2012	Review SCMS on a Weekly Basis	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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 2011-2012 school year, 3rd - 5th grade students participated in the school-wide science fair. Our goal for the 2012-2013 school year is to increase student participation in the school-wide science fair by including 2nd grade students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students would benefit from increased exposure to math, science, and technology activities.	1.1. Increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities.	1.1. Science Liaison Leadership Team	1.1. Monitor student progress by analyzing science fair projects using the Elementary Science, Mathematics, Engineering and Invention Fair Rubric.	1.1. Formative Student lab sheets Summative Elementary Science, Mathematics, Engineering and Invention Fair Rubric

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

| Science Inquiry-based Investigations | K-5 | Science Liaison | K-5 Science Teachers | Ongoing starting on October 2012 and ending on February 2013 | Teacher Reflections and classroom visitations | P.D. Liaison |

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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
Reading	The students will use real world documents such as, how-to articles, brochures, fliers, and websites and use text features to locate, interpret and organize information.	Time For Kids	Title I	$2,320.50
Reading	Implement After School Academy tutoring program.	Implement After School Academy tutoring program.	Title I	$4,500.00
Reading	Students will identify and interpret elements of story structure within a grade level text. Using guiding questions such as "what does he think"; students will identify elements of character development and point of view. Students will identify how authors use figurative language (simile, metaphors, and personification) to enrich the story.	Classroom Libraries	School sponsored Book Fairs	$2,500.00
Reading	Kindergarten- 2nd Grade Tier 2 Intervention	Personnel	SACS Funds	$1,700.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Identify the lowest performing students in grades 3-5 based on instructional needs; provide After-School tutoring sessions	After-school	Title I	$4,000.00
Science	Using hands-on lab activities, classroom discussion, and projects, provide students with the opportunities to compare, contrast, interpret, analyze and explain scientific concepts to reinforce higher order thinking skills.	Replenishment of lab materials	Title I	$1,000.00
Attendance	Implement After-school Writing Academy	After-school Academy Tutoring (Writing)	TITLE I	$2,000.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $18,020.50

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will use Accelerated Reader to increase fluency and their reading comprehension level.	Accelerated Reader	SACS Fund	$2,570.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00

STEM	N/A	N/A	N/A	$0.00
				Subtotal: $2,570.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Communities	Supplies	Title I	$325.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Provide opportunities for students to work with visual representations of mathematical ideas using technology and project-based learning	Supplies	Title I	$1,500.00
Science	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $1,825.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $0.00
				Grand Total: $22,415.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA	

Are you a reward school: ꞁ Yes ꞁ No

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

No Attachment

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
K-2 Tier 2 Intervention Personnel Accelerated Reader License	$4,270.00

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
REDLAND ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	78%	88%	53%	295	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	74%	66%			140	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	70% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
REDLAND ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	73%	86%	52%	283	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	68%	71%			139	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?	55% (YES)	70% (YES)			125	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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested