FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WEST HOMESTEAD ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Columbus Williams, Jr.

SAC Chair: Rosa Berry

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/22/2012

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	Dr. Columbus Williams, Jr.	BS – Liberal Arts, Liberty University

MS – Educational Leadership, Nova Southeastern University | 2 | 16 | 12 '11 '10 '09 '08 '
School Grade B D C A C
High Standards Rdg. 35 48 62 67 50
High Standards Math 50 52 66 67 57
Lmg Gains- Rdg. 75 56 50 69 57
Lrng Gains-Math 72 47 59 77 66
Gains-Rdg-25% 81 43 50 69 57
Gains-Math-25% 78 70 59 77 66 |
| Assis Principal | Ilisa L. Carroll | BS – Physical Education, Florida International University

MS - Educational Leadership, Nova Southeastern University | 1 | 1 | 12 '11 '10 '09 '08 '
School Grade A Region III A
High Standards Rdg. 67 77
High Standards Math 65 78
Lmg Gains- Rdg. 76 71
Lrng Gains-Math 73 76
Gains-Rdg-25% 65 59
Gains-Math-25% 71 68 |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Everet Sewer	B.S. – Elementary Education, Hampton Institute Professional Educators Certification – Elementary ED, ESOL , E Child Ed Reading Media Spec	29	2	'12 '11 '10 '09 '08 School Grade B D D C C High Standards Rdg.35 48 41 44 48 High Standards Math50 52 57 51 52 Lrng Gains-Rdg. 75 56 49 60 64 Lrng Gains-Math 72 47 51 58 70 Gains-Rdg-25% 81 43 34 64 57 Gains-Math-25% 78 70 60 66 79
Math	Sophia Flowers-Robinson	B.A. - Elementary Education, Florida A & M University Masters in Elementary Education – Florida A & M University Specialist Degree - Educational Leadership Nova Southeastern University, In Progress Professional Educators Certification – Elementary Education K-6	8	6	'12 '11 '10 '09 '08 ' School Grade B D D C C High Standards Rdg. 35 48 41 44 48 High Standards Math 50 52 57 51 52 Lrng Gains-Rdg. 75 56 49 60 64 Lrng Gains-Math 72 47 51 58 70 Gains-Rdg-25% 81 43 34 64 57 Gains-Math-25% 78 70 60 66 79
Reading	Shaneka Darby	B.A. Elementary Education, Barry University M.S. Curriculum and Instruction University of Florida Professional Educators Certification – Elementary Education K-6, ESOL Endorsement	2	2	'12 '11 10 '09 '08 ' School Grade B D (PLC) High Standards Rdg. 35 48 High Standards Math 50 52 Lrng Gains-Rdg. 75 56 Lrng Gains-Math 72 47 Gains-Rdg-25% 81 43 Gains-Math-25% 78 70

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	In-house Teacher Mentoring via Professional Learning Communities (PLC)	Principal Curriculum Team	On-going	
2	Participation in MDCPS- Professional Developments	Principal	On-going	
3	Utilize district instructional staffing officers to identify and hire highly qualified staff.	Principal Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5 (9.04%)	Teachers are enrolled in ESOL classes.

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
49	4.1%(2)	16.3%(8)	59.2%(29)	20.4%(10)	34.7%(17)	95.9%(47)	2.0%(1)	0.0%(0)	63.3%(31)

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
Danese S. Taylor	Pimentel Guerrero Prieto	Danese S. Taylor is an approved MINT Trainer	• Lesson planning • Interventions • Critical thinking activities

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 at West Homestead Elementary to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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; assist 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program

to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

West Homestead Elementary 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

NA

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• 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)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

West Homestead Elementary receives funding from Supplemental Finance Program (FEFP) allocation

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary teachers, administrators, and counselor is also a component of this program.

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 guidelines.

Housing Programs

NA

Head Start

Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

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

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The Leadership team will consider data the end of year Tier 1 problem solving.

MTSS Implementation

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

. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving

Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and

3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns

Describe the plan to support MTSS.

1.Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Columbus Williams, Jr., Principal
Ilisa L. Carroll, Assistant Principal
Shaneka Darby, Reading Coach
Everett Sewer, Science Coach
Sophia Flowers-Robinson, Mathematics Coach

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, science coach, mathematics coach, and other principal appointees should serve on this team which will meet at least once a month.

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

The major initiatives within West Homestead Elementary's LLT are a concentration of improving our writing scores by establishing writing interventions for all 4th grade students. Our school is continuing our interventions in reading, as well, as meeting with teachers to discuss lesson planning, data, and updating groups within differentiated instruction and interventions.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/19/2012)

*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.

West Homestead provides parents with a kindergarten and pre-kindergarten orientation for all new students prior to the first day of school. Our school also conducts VPK testing to our pre-kindergarten students and Florida Assessment for Instruction in Reading (FAIR) to help the teachers evaluate the pre-k and kindergarten students for readiness.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicat that 23% of the students achieved Level 3 proficiency. The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (63)	26% (73)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted for the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application. Students lack the ability to identify themes and/or topics across a variety of fiction and nonfiction texts. The students are experiencing difficulties in this area because of their limited exposure to address the skill.	Students in grades 3-5 will focus on identifying themes and topics within and across texts on daily basis through the use of instructional reading passages, read alouds, and the core reading series. Students will verbalize their responses orally and in writing through the use of reading response journals.	MTSS/RtI Leadership Team Literacy Leadership Team	Monitoring bi-weekly classroom assessments and classroom observations, focusing on the students' ability to identify themes and topics within and across texts. The Literacy Leadership Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.	Formative School Wide Assessments Interim Assessments Student work samples Summative 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
	The area of deficiency as	The students will read	MTSS/RtI	Monitoring weekly	Formative-

1	noted for the 2012 administration of the Florida Alternate Assessment was Reading Comprehension.	selections at their readability and instructional level, have continuous review and practice with reading concepts, and be provided with visual choices as presented in the Florida Alternate Assessment	Leadership Team	classroom assessments and classroom observations, focusing on the students' ability comprehend various media at their instructional level.	Student work samples 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:

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 10% of the students achieved Level 4 and 5 proficiency The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (29)	12% (34)

<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	The area of deficiency as noted for the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Nonfiction. Students lack the ability to identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects. This deficiency is due to the students' limited understanding of figurative language.	Students will use poetry and other literature to practice identifying descriptive language that defines moods and provides imagery. They will explain how authors use figurative language such as similes, metaphors, and personification to describe people, feelings, and objects. The targeted data group will be placed in an enrichment group within one week of the beginning of the 2012-2013 school year. Students will participate in this enrichment group five times per week for 30minutes per session	MTSS/RtI Leadership Team Literacy Leadership Team	Monitoring bi-weekly classroom assessments and classroom observations, focusing on the students' ability identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects. The Literacy Leadership Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.	Formative School Wide Assessments Interim Assessments Student work samples Summative 2013 FCAT2.0 Reading Assessment

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

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

N/A | N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted for the 2012 administration of the Florida Alternate Assessment was Reading Comprehension	The students will read selections at their readability and instructional level, have continuous review and practice with reading concepts, and be provided with visual choices as presented in the Florida Alternate Assessment.	MTSS/RtI Leadership Team	Monitoring weekly classroom assessments and classroom observations, focusing on the students' ability comprehend various media at their instructional level.	Formative- Student work samples Summative- 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 75% of the students made learning gains. The goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (113)	80% (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	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 19 percentage points as compared to the 2011 FCAT 2.0 Reading Test. The area of deficiency was Reporting Category 3- Literary Analysis/Fiction/Nonfiction.	Students in 3rd-5th grade will participate in reading intervention for a minimum of 30 minutes a day four times a week per student using Success Maker or Voyager. Students will be placed in differentiated instructional groups that will target their areas of need. Teachers and students will participate in data chats.	MTSS/RtI Leadership Team Literacy Leadership Team	Weekly classroom observations and walkthroughs. Weekly monitoring and reviewing Success Maker usage and progression data. Monitoring and review weekly intervention assessments.	Formative Weekly Assessments Interim Assessments Student work samples Success Maker Reports FAIR Assessments Summative 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted for the 2012 administration of the Florida Alternate Assessment was Reading Comprehension	The students will read selections at their readability and instructional level, have continuous review and practice with reading concepts, and be provided with visual choices as presented in the Florida Alternate Assessment.	MTSS/RtI Leadership Team	Monitoring weekly classroom assessments and classroom observations, focusing on the students' ability comprehend various media at their instructional level.	Formative- Student work samples 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 reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicat that 81% of the students in the lowest 25% made learning gains. The goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (38)	86% (40)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As indicated on the 2012 administration of the FCAT 2.0 Reading Test, the percent in the lowest 25% making learning gains increased by 38 percentage points as compared to the 2011 FCAT 2.0 Reading Test. The area of deficiency as indicated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Nonfiction because the students need more opportunities for additional reading support.	Implement Voyager Passport as reading intervention for those students who are having difficulties with phonics and phonemic awareness. Implement Success Maker as reading intervention for those students who are having difficulties with comprehension. Implement afterschool tutorial sessions specifically targeting students in the lowest 25%. Implement Saturday Success Academy tutorial program to target	MTSS/RtI Leadership Team Literacy Leadership Team	Monitor the implementation of the programs through classroom observations and walkthroughs on a weekly basis. The Literacy Leadership Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.	Formative School Wide Assessments Interim Assessments Student work samples Success Maker Reports Voyager Checkpoint Assessments FAIR Assessments Summative 2013 FCAT2.0 Reading Assessment

| | | | students in the lowest 25%. | | | |

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 2011-2012 FCAT 2.0 Reading Test indicate that 33% of the students are non-proficient. The goal for the 2016-2017 school year is to decrease the percent of non-proficient students from 33% to 65%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	41	47	53	59	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 27% (24) of the students in the Black subgroup achieved proficiency and 38% (69) of the students in the Hispanic subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase the Black subgroup's proficiency by 15 percentage points to 42% (37) and the Hispanics subgroup's proficiency by 1 percentage point to 39% (71).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 27% (24) Hispanic: 38% (69)	Black: 42% (37) Hispanic: 39% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted for the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4- Informational Text/Research Process. Students lack the skills to locate, interpret, and organize information. The students are deficient in this area because of limited exposure to nonfiction reading material.	Implement Voyager Passport as reading intervention for those students who are having difficulties with phonics and phonemic awareness. Implement Success Maker as reading intervention for those students who are having difficulties with comprehension. Implement afterschool tutorial sessions specifically targeting students not making satisfactory progress in reading. Implement Saturday Success Academy tutorial program to target students not making satisfactory progress in reading.	MTSS/RtI Leadership Team Literacy Leadership Team	Monitor the implementation of the programs through weekly classroom observations and walkthroughs. The Literacy Leadership Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.	Formative School Wide Assessments Interim Assessments Student work samples Success Maker Reports Voyager Checkpoint Assessments FAIR Assessments Summative 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results on the 2011-2012 FCAT 2.0 Reading Test indicated that 32% (31) of the ELL subgroup achieved proficiency. The goal is to increase student proficiency by 5 percentage points to 37% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (31)	37% (36)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>As noted on the 2012 administration of the FCAT 2.0Reading Test, the ELL subgroup achieved a proficiency of 32% and did not make AMO.
The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Nonfiction. Students lack the ability to identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects. This deficiency is due to the students' limited understanding of figurative language.</td>
<td>Students will use poetry and other literature to practice identifying descriptive language that defines moods and provides imagery. They will explain how authors use figurative language such as similes, metaphors, and personification to describe people, feelings, and objects.

The targeted data group will be placed in the appropriate intervention group within one week of the beginning of the 2012-2013 school year.

Implement afterschool tutorial sessions specifically targeting students not making satisfactory progress in reading.

Implement Saturday Success Academy tutorial program to target students not making satisfactory progress in reading.</td>
<td>MTSS/RtI Leadership Team

Literacy Leadership Team</td>
<td>Monitoring weekly classroom assessments and classroom observations, focusing on the students' ability identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

The Literacy Leadership Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.</td>
<td>Formative School Wide Assessments

Interim Assessments

Student work samples

Success Maker Reports

Voyager Checkpoint Assessments

FAIR Assessments

Summative 2013 FCAT2.0 Reading Assessment</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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results on the 2011-2012 FCAT 2.0 Reading Test indicated that 21% (8) of the SWD subgroup achieved proficiency. The goal is to increase student proficiency by 12 percentage points to 33% (12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (8)	33% (12)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0Reading Test, the Students with Disabilities subgroup achieved a proficiency of 21% and did not make AMO. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1- Vocabulary. Students lack the ability to use context clues, base words, suffixes, prefixes, and root words to determine word meanings. The students are experiencing difficulties in this area because of their limited vocabulary.	Students will focus on the meaning of words, phrases, and expressions, paying special attention to the familiar roots and suffixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will use sentence and word context to determine meaning. The targeted data group will be placed in the appropriate intervention group within one week of the beginning of the 2012-2013 school year. Implement afterschool tutorial sessions specifically targeting students not making satisfactory progress in reading. Implement Saturday Success Academy tutorial program to target students not making satisfactory progress in reading.	MTSS/RtI Leadership Team Literacy Leadership Team	Monitoring weekly classroom assessments and classroom observations, focusing on the students' ability to identify meanings of words, phrases, and expressions, paying special attention to the familiar roots and suffixes derived from Greek and Latin to determine meanings of unfamiliar complex words. The Literacy Leadership Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.	Formative School Wide Assessments Interim Assessments Student work samples Success Maker Reports Voyager Checkpoint Assessments FAIR Assessments Summative 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results on the 2011-2012 FCAT 2.0 Reading Test indicated that 35%(96) of the Economically Disadvantaged subgroup achieved proficiency. The goal is to increase student proficiency by 5 percentage points to 40%(110).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (96)	40% (110)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the 2012 administration of the FCAT 2.0Reading Test, the Economically Disadvantaged subgroup achieved a proficiency of 35% and did not make AMO. The area of deficiency as noted on the 2012 administration of the	Students will identify and interpret elements of story structure utilizing real-world literature. Students will identify elements of character development and point of view. The targeted data group	MTSS/RtI Leadership Team Literacy Leadership Team	Monitoring weekly classroom assessments and classroom observations, focusing on the students' ability to interpret elements of story structure and character development. The Literacy Leadership	Formative School Wide Assessments Interim Assessments Student work samples

1	FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Nonfiction. Students lack the ability to determine plot, character development, and identify character point of view. The deficiencies are due to the students' limited ability to express themselves verbally and in written format using grade level appropriate terminology.	will be placed in the appropriate intervention group within one week of the beginning of the 2012-2013 school year. Implement afterschool tutorial sessions specifically targeting students not making satisfactory progress in reading. Implement Saturday Success Academy tutorial program to target students not making satisfactory progress in reading.			Team will meet biweekly to monitor student progress and the effectiveness of the programs delivery using data from the prescribed interventions.	Success Maker Reports Voyager Checkpoint Assessments FAIR Assessments Summative 2013 FCAT2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	3rd-5th	Shaneka Darby	Reading Teachers	August 2012-May 2013	Weekly during grade level meetings Classroom walk-throughs, benchmark/standard assessments, and coaching	Administration, Reading Coach
Differentiated Instruction	3rd-5th	Shaneka Darby	Professional Learning Communities	September 2012-May 2013 2nd Wednesday of each month	Classroom walk-throughs, benchmark assessments, student work, and teacher reflection	Administration, Reading Coach

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; use text features to locate, interpret, and organize information	Time for Kids	Title I	$1,000.00
Implement Afterschool tutorial program	Salary and instructional resources	Title I	$5,000.00
			Subtotal: $6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA assessment indicate that 26% (79) of students were proficient in Listening and Speaking

2012 Current Percent of Students Proficient in listening/speaking:
26%   (79)

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	Increase teacher directed activities to promote listening and speaking	Group projects are a dynamic strategy through which students develop linguistic and academic skills simultaneously.	Administration, and Reading Coach	Weekly classroom observations and lesson plans	Formative Weekly in-house assessments, District Interim Assessments and quarterly assessments Summative 2013 FCAT 2.0 Reading Test

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA assessment indicate that 13% (40) of students were proficient in Reading.

2012 Current Percent of Students Proficient in reading:
13%   (40)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need access	Teachers should use	Administration,	Weekly classroom	Formative

1	to visual aids to enhance reading comprehension	visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier	and Reading Coach	observations and lesson plans	Weekly in-house assessments, District Interim Assessments and quarterly assessments Summative 2013 FCAT 2.0 Reading Test

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA assessment indicate that 12% (37) of students were proficient in Writing.

2012 Current Percent of Students Proficient in writing:

12%
(37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase the usage of graphic organizers.	Teachers will utilize graphic organizers to help students understand their thoughts and the writing process.	Administration, and Reading Coach	Weekly classroom observations and lesson plans	Formative Monthly Writing Prompts, weekly in-house assessments, District Interim Assessments and quarterly assessments Summative 2013 FCAT 2.0 Reading Test

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 29% (81) of the students achieved level 3 proficiency. The goal for the 2012-2013 school year is for Level 3 students' to maintain 29% (81) proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (81)	29% (81)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The overall area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test: Third Grade: Reporting Category 2 Number: Fraction The students lack an understanding of represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Fourth Grade: Reporting Category 3 – Geometry and Measurements The students lack an understanding of area and determine the area of two-dimensional shapes. Fifth Grade: Reporting Category 1 - Number: Based Ten and Fraction The students lack an understanding of describing real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. The students lack an understanding of describing real-world	Third Grade Strategy: Foster the use of meaning of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers. Fourth Grade Strategy: Provide appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. Fifth Grade Strategy: Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	MTSS/RtI Leadership Team	Review formative district assessments, school-wide assessments, weekly quizzes and mid-chapter tests data to ensure progress is being made and adjust instruction as needed	Formative District Baseline Assessment Data District Interim Assessment Data Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.				

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

<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	The overall area of deficiency noted on the 2012 administration of the Florida Alternate Assessment Mathematics Test was number sense.	Provide students with opportunities to review long term learning math concepts such as rote counting, facts fluency and tools for measurement. Provide students with visual choices as presented in the Florida Alternative Assessment.	MTSS/RtI Leadership Team	Monitor weekly classroom assessment and classroom observations, focusing on the students' ability to comprehend various pictorial representations at their instructional level.	Formative: Student work samples Summative: 2013 Florida Alternative 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 16% (45) of the students achieved level 4 and 5 proficiency. The goal for the 2012-2013 school year is for Level 4 and 5 students' to maintain 16% (44) proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (45)	16% (44)

<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
	The overall area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test: Third Grade : Reporting Category 1 – Number: Operation,	Third Grade Strategy: Provide opportunities for students to verify the reasonableness of number operation results, including in problem situation. Fourth Grade Strategy	MTSS/RtI Leadership Team	Review ongoing classroom assessments. Meet monthly with classroom teachers to discuss progress and adjust instruction as needed. Review and monitor Go Math resources and FCAT	Formative District Baseline Assessment Data District Interim Assessment Data Student Work Samples

				Explorer programs.	
1	Problem and Statistics Students lack an understanding of critical thinking skills such as analyzing, justifying and discussing solutions to real world problems. Fourth Grade Reporting Category 1 – Number: Operation and Problems Students lack an understanding of critical thinking skills such as analyzing, justifying and discussing solutions to real world problems. Fifth Grade Reporting Category 2 – Expressions, Equations, and Statistics Students lack an understanding of using the properties of equality to solve numerical and real world situations	Provide opportunities for students to verify the reasonableness of number operation results, including in problem situation. Fifth Grade Strategy: Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.			Summative 2013 FCAT 2.0 Mathematics Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	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>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></tr>
<tr><td>1</td><td>The overall area of deficiency noted on the 2012 administration of the Florida Alternate Assessment Mathematics Test was number sense.</td><td>Provide students with opportunities to review long term learning math concepts such as rote counting, facts fluency and tools for measurement. Provide students with visual choices as presented in the Florida Alternative Assessment.</td><td>MTSS/RtI Leadership Team</td><td>Monitor weekly classroom assessment and classroom observations, focusing on the students' ability to comprehend various pictorial representations at their instructional level.</td><td>Formative: Student work samples Summative: 2013 Florida Alternative Assessment</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:

3a. FCAT 2.0: Percentage of students making learning	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 72% (118) of the students made learning

	gains in mathematics. Mathematics Goal #3a:	gains. The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 77% (126).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	72% (118)	77% (126)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The overall area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test: Third Grade: Reporting Category 2 Number: Fraction The students lack an understanding of developing an understanding of fractions and fraction equivalence. Fourth Grade: Reporting Category 3 – Geometry and Measurements The students lack an understanding of area and determine the area of two-dimensional shapes and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Fifth Grade: Reporting Category 1 - Number: Based Ten and Fraction The students lack an understanding of and fluency with division of whole numbers	Third Grade Strategy: Provide daily intervention to address specific deficiencies of specific students based on their individual needs; Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and related subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Fourth Grade Strategy: Provide daily intervention to address specific deficiencies of specific students based on their individual needs; Provide the instructional support activities needed to promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes and objects. Fifth Grade Strategy: Provide daily intervention to address specific deficiencies of specific students based on their individual needs.; Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related	MTSS/RtI Leadership Team	Pre-assessment data from the Success Academy Program will be used to provide students with individualized support. Monitor the progress of students in the Saturday Academy Program and make adjustments to instruction on a weekly basis..	Formative District Baseline Assessment Data District Interim Assessment Data Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

| | | division facts, and fluency with multi-digit addition and related subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals | | | |

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

<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	The overall area of deficiency noted on the 2012 administration of the Florida Alternate Assessment Mathematics Test was number sense.	Provide students with opportunities to review long term learning math concepts such as rote counting, facts fluency and tools for measurement. Provide students with visual choices as presented in the Florida Alternative Assessment.	MTSS/RtI Leadership Team	Monitor weekly classroom assessment and classroom observations, focusing on the students' ability to comprehend various pictorial representations at their instructional level.	Formative: Student work samples Summative: 2013 Florida Alternative 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:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 78% (41) of the students in the students in the lowest 25% made learning gains. The goal for the 2012-2013school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 83% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (41)	83% (43)

<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
	As noted on the 2012 administration of the FCAT 2.0 Mathematics	Third Grade Strategy: Provide the instructional support needed for	MTSS/RtI Leadership Team	Review formative assessment data as well as intervention data to	Formative District Baseline Assessment Data

1	Test, the percent of students in the lowest 25% making learning gains increased by 8 percentage points as compared to the 2011 FCAT 2.0 Mathematics Test. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test: Third Grade: Reporting Category 2 Number: Fraction The students lack an understanding of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Fourth Grade: Reporting Category 3 – Geometry and Measurements The students lack an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two- dimensional representation and vice versa. Fifth Grade: Reporting Category 1 - Number: Based Ten and Fraction The students lack an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fraction and decimals	students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and related subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Fourth Grade Strategy: Provide the instructional support activities needed to promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes and objects. Fifth Grade Strategy: Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and related subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.		monitor the progress of students and adjust instruction on a weekly basis. Review the pre-assessment and post test data from the Success Academy Program at the conclusion of the program to identify student's growth.	District Interim Assessment Data Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 35% of the students are non-proficient. The goal for the 2016-2017 school year is to decrease the percent of non-proficient students from 35% to 65%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	41	47	53	59	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 32% (28) of the students in the Black subgroup achieved proficiency and 58% (105) of the students in the Hispanic subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase the Black subgroup's proficiency by 3 percentage points to 35% (30) and the Hispanic subgroup's proficiency by 2 percentage points to 60% (109)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 32% (28) Hispanic: 58% (105)	Black: 35% (30) Hispanic: 60% (109)

<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	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the Black subgroup achieved a proficiency of 32% and did not make AMO. The Hispanic subgroup achieved a proficiency of 58% and did not make AMO. The overall area of deficiency noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 1 – Number: Base Ten and Fractions. Students lack an understanding of mathematical concepts and their relationships to the real-world problems. Students lack an understanding of problem solving strategies.	Provide after school tutorial services to address students' area of weakest. Provide daily intervention to address specific deficiencies of specific students based on their individual needs. Provide a 3 hour Success Academy tutorial program.	MTSS/RtI Leadership Team	Review formative assessment data as intervention data, and student work samples to monitor the progress of students and adjust instruction as indicated. Review the pre-assessment and post test data from the Success Academy Program.	Formative District Baseline Assessment Data District Interim Assessment Data Success Academy Assessments Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 56% (54) of the students in the English Language Learners (ELL) subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase the ELL subgroup's proficiency by 5 percentage points to 61% (59).
2012 Current Level of Performance:	2013 Expected Level of Performance:

56% (54)			61% (59)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the ELL subgroup was deficient in Reporting Category 1- Number: Base Ten and Fractions. The ELL subgroup lacked an understanding of mathematics vocabulary and problem solving strategies.	Provide daily intervention to address mathematical terminology. Provide opportunities for students to contribute to an interactive word wall in conjunction to daily lessons. Provide students with opportunities to address Essential Questions and reflect on the use of mathematics terminology in a mathematics journal. Use group problem-solving skills through the use of manipulatives to increase the understanding of mathematical concepts	MTSS/RtI Leadership Team	Review formative assessment data as intervention data, and student work samples to monitor the progress of students and adjust instruction as indicated	Formative District Baseline Assessment Data District Interim Assessment Data Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 33% (12) of the students in the Students with Disabilities (SWD) subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase the SWD subgroup's proficiency by 6 percentage points to 39% (14)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (12)	39% (14)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the SWD subgroup was deficient in Reporting Category 1- Number: Base Ten and Fractions. The SWD subgroup lacked an understanding of mathematics vocabulary and problem solving strategies.	Provide daily intervention to address mathematical terminology. Provide small group opportunities to remediate specific mathematical vocabulary and conceptual deficiencies to students that need remediation. Provide students with opportunities to address Essential Questions and	MTSS/RtI Leadership Team	Review formative assessment data as intervention data, and student work samples to monitor the progress of students and adjust instruction as indicated	Formative District Baseline Assessment Data District Interim Assessment Data Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

| | | reflect on the use of mathematics terminology in a mathematics journal.

Use group problem-solving skills through the use of manipulatives to increase the understanding of mathematical concepts. | | | |

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicated that 50% (137) of the students in the Economically Disadvantaged (ED) subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase the ED subgroup's proficiency by 2 percentage points to 52% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (137)	52% (142)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the ED subgroup was deficient in Reporting Category 1- Number: Base Ten and Fractions. The ED subgroup lacked an understanding of mathematics vocabulary and problem solving strategies.	Provide small group opportunities to remediate specific mathematical vocabulary and conceptual deficiencies to students that need remediation. Provide students with opportunities to address Essential Questions and reflect on the use of mathematics terminology in a mathematics journal. Use group problem-solving skills through the use of manipulatives to increase the understanding of mathematical concepts. Provide a 3 hour Success Academy tutorial program. Provide after school tutorial program to address areas of deficiency.	MTSS/RtI Leadership Team	Review formative assessment data as intervention data, and student work samples to monitor the progress of students and adjust instruction as indicated. Review the pre-assessment and post test data from the Success Academy Program. Review sample work from after school tutorial program.	Formative District Baseline Assessment Data District Interim Assessment Data Success Academy Assessments Student Work Samples Summative 2013 FCAT 2.0 Mathematics Test

End of Elementary School Mathematics Goals

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem Solving Strategies	K-5	Math Coach	Mathematics Teachers	Early release Wednesday	Reflection and student work	Math Coach and Administration
Navigating through Think Central: Go Math (Part 1)/PLC	K-5	Dr. Y. Fernandez	PLC	September 5, 2012	Reflection and student work	Math Coach and Administration
Navigating though Think Central: Go Math (Part II)/PLC	K-5	Dr. Y. Fernandez	PLC	September 18, 2012	Reflection and student work	Math Coach and Administration
Common Core Math	K-3	Math Coach/ MDCPS	Mathematics Teachers	Weekly during grade level meetings	Reflection and student work	Math Coach and Administration

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 a 3 hour Success Academy tutorial program	Salary and instructional resources (13 weeks)	Title I	$5,000.00
		Subtotal: $5,000.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate instructional materials to support the mathematics intervention program.	Go Math supplemental materials; manipulatives; and Coach Mathematics Gold Edition	Title I	$2,500.00
		Subtotal: $2,500.00	
		Grand Total: $7,500.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

| 1a. FCAT2.0: Students scoring at Achievement | The results of the 2011 – 2012 FCAT 2.0 Science Test indicate that 28% (23) of the students scored at |

Level 3 in science. Science Goal #1a:			Achievement Level 3. The goal for the 2012 - 2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points to 33%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
28% (23)			33% (27)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 administration of the Science FCAT 2.0 is Physical Science Students lacked a general understanding of vocabulary in Changes in Matter and Forms of Energy.	Ensure that instruction includes teacher demonstrated as well as student centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion. Use of appropriate vocabulary when writing lab summaries and narratives.	Science Coach RtI Leadership Team	Quarterly review of formative assessment data as well as intervention data to monitor progress of students and adjust instruction as indicated. Maintain student journals to document use of vocabulary in the summaries and laboratory narratives	Formative: Teacher made Assessments AIMS Education Foundation Assessments Grade Five District Interim Assessments Summative 2013 FCAT 2.0 Science Assessment
2	The area of deficiency according to the 2012 administration of the Science FCAT 2.0 is Nature of Science Students lacked a general understanding of vocabulary in the Practice of Science and the Characteristics of Scientific Knowledge.	Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts and vocabulary. Provide opportunities for teachers to integrate literacy in science to enhance scientific meaning through writing, talking and reading science.	Science Coach RtI Leadership Team	Quarterly review of formative assessment data as well as intervention data to monitor progress of students and adjust instruction as indicated. Maintain student journals to document use of vocabulary in the summaries and laboratory narratives.	Formative: Teacher made Assessments AIMS Education Foundation Assessments Grade Five Gizmos District Interim 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:		N/A
2012 Current Level of Performance:		2013 Expected Level of Performance:
N/A		N/A
Problem-Solving Process to Increase Student Achievement		

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011 – 2012 FCAT 2.0 Science Test indicate that 7% (6) of the students scored at Achievement Level 4 and 5. The goal for the 2012 – 2013 school year is to increase students achieving proficiency (Levels 4 and 5) by 2 percentage points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	9% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 administration of the Science FCAT 2.0 is Earth and Space Science Students lacked a general understanding of vocabulary in Earth Structures.	Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts and vocabulary. Provide opportunities for students to identify the physical properties of common earth.	Science Coach RtI Leadership Team	Quarterly review of formative assessment data as well as intervention data to monitor progress of students and adjust instruction as indicated. Maintain student journals to document use of vocabulary in the summaries and laboratory narratives.	Formative: Teacher made Assessments AIMS Education Foundation Assessments Grade Five District Interim 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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Labs	3rd – 5th	Everett Sewer	3rd – 5th Grade Teachers	Quarterly 09/12 – 06/12	Observation and Implementation of Labs	Administration, Science Coach
Reviewing Data	3rd – 5th	Everett Sewer	3rd – 5th Grade Teachers	Monthly 9/12-5/13	DI, Groups, Remediation of below mastery students	Administration, Science Coach
Interactive Notebooks	K – 5th	District Personal	K – Five Teachers of Science	September – November 2012	Use of Interactive Notebooks in Science Classrooms	Administration, Science Coach

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using hands-on lab activities, classroom discussions and projects provide students with the opportunities to infuse the science vocabulary in their speaking, writing, and presentations.	Replenishment of lab materials	Title 1	$1,000.00
Using Interactive Journals provide students to use the science vocabulary to explain their findings at the completion of labs. To record their lab reports.	Purchase of journals	Title 1	$500.00
		Subtotal: $1,500.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Based Learning	Explore Learning Gizmos (3rd – 5th)	District	$850.00
		Subtotal: $850.00	

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total: $2,350.00	

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Assessment indicate that 64% of the students received a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (56)	68% (59)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are experiencing difficulties with adding relevant supporting details. These difficulties are mainly due to their limited vocabulary.	During writing instruction, students will use multiple sources to generate ideas, use graphic organizers to make a plan that focuses on developing support details. Additionally, Teachers will receive professional development on different ways to improve and increase student usage of relevant supporting details.	Literacy Leadership Team	Administer and score students monthly writing prompts, in order to focus and adjust instruction according to the student needs.	Formative Student scores on monthly writing assessments, baseline assessments, and midyear writing assessments. Summative 2013 FCAT 2.0 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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vertical Alignment/Rubric	3-5	Nanette Raska	Reading/Language Arts teachers	September 2012-April 2013	Once a month during grade level meetings Debrief student work	Administration, Reading Coaches, and Reading Interventionist
Increasing supporting details	2-5	Nanette Raska	Reading/Language Arts teachers	September 2012-April 2013	Once a month during grade level meetings Monthly writing assessments and student work.	Administration, Reading Coaches, and Reading Interventionist

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Material for graphic organizers	paper, toner, FCAT writing paper template	Title 1	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Saturday Academy	Salary and instructional resources (13 weeks)	Title 1	$4,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,500.00

End of Writing Goals

Attendance Goal(s)

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

<table>
<tr><td colspan="2">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td></tr>
<tr>
<td>1. Attendance

Attendance Goal #1:</td>
<td>Our goal for the 2012-2013 school year is to increase our attendance from 94.87% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.

Our second goal is to decrease the number of students with excessive absences</td>
</tr>
<tr>
<td>2012 Current Attendance Rate:</td>
<td>2013 Expected Attendance Rate:</td>
</tr>
<tr>
<td>93.87%
(680)</td>
<td>94.87%
(687)</td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Absences (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Absences (10 or more)</td>
</tr>
<tr>
<td>251</td>
<td>238</td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Tardies (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td>
</tr>
<tr>
<td>86</td>
<td>82</td>
</tr>
</table>

	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	Attendance and tardies have increased since previous years.	Identify and refer students who may be developing a pattern of non-attendance to MTSS/RTI Team for interventions.	Assistant Principal	Bi-weekly updates to Administration from the MTSS/RTI Team and to the entire faculty at faculty meetings.	Truancy logs and attendance logs

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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for students	Pencils for student achievement and attendance	EESAC	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

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 2012-2013 school year is to decrease the total number of suspensions by 10%.
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
254	229
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
117	105

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of outdoor and indoor suspensions increased from previous years. There are limited opportunities to recognize students for positive behavior	The school counselor and administration will contact parents of students who have been placed on outdoor suspension and discuss the Student Code of Conduct.	Administration	Monitor parents contact log for evidences of communication with parents of students who have been placed in outdoor suspension on a monthly basis.	Parent communication log Parent sign in log

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	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
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our school goal is to integrate Science, Technology, Engineering and Mathematics, across the curriculum and throughout our 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	Inquiry based activities that promote and integrate math, science, engineering, and technology.	Provide opportunities for students to have a real world experience with math, science, engineering, and technology activities within their class.	Administration	Weekly classroom observation and lesson plans	Formative Rubrics , student work folders, and Science Fair Summative 2013 FCAT 2.0 Science Assessment

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

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; use text features to locate, interpret, and organize information	Time for Kids	Title I	$1,000.00
Reading	Implement Afterschool tutorial program	Salary and instructional resources	Title I	$5,000.00
Mathematics	Identify the lowest performing students in grades 3-5 based on instructional needs; Provide a 3 hour Success Academy tutorial program	Salary and instructional resources (13 weeks)	Title I	$5,000.00
Science	Using hands-on lab activities, classroom discussions and projects provide students with the opportunities to infuse the science vocabulary in their speaking, writing, and presentations.	Replenishment of lab materials	Title 1	$1,000.00
Science	Using Interactive Journals provide students to use the science vocabulary to explain their findings at the completion of labs. To record their lab reports.	Purchase of journals	Title 1	$500.00
Writing	Material for graphic organizers	paper, toner, FCAT writing paper template	Title 1	$500.00
				Subtotal: $13,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Computer Based Learning	Explore Learning Gizmos (3rd – 5th)	District	$850.00
				Subtotal: $850.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Implement Saturday Academy	Salary and instructional resources (13 weeks)	Title 1	$4,000.00
				Subtotal: $4,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Incorporate instructional materials to support the mathematics intervention program.	Go Math supplemental materials; manipulatives; and Coach Mathematics Gold Edition	Title I	$2,500.00
Attendance	Incentives for students	Pencils for student achievement and attendance	EESAC	$3,000.00
				Subtotal: $5,500.00
				Grand Total: $23,350.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j☐ Priority   j☐ Focus   j☐ Prevent   j☐ NA

Are you a reward school: j☐ Yes j☐ No

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Incentives for student achievement	$3,000.00

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

Monitoring of the School Improvement Plan (SIP) and student achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
WEST HOMESTEAD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	52%	83%	22%	205	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	56%	47%			103	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?	43% (NO)	70% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					421	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District
WEST HOMESTEAD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	57%	80%	24%	202	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	49%	51%			100	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?	34% (NO)	60% (YES)			94	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					396	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested