

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH TWIN LAKES ELEMENTARY SCHOOL

District Name: Dade

Principal: RICHELLE T. LUMPKIN

SAC Chair: TIFFANIE O'REILLY

Superintendent: ALBERTO M. CARVALHO

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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

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

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Richelle T. Lumpkin	BS-Elementary Education MS-Educational Leadership Certifications-Elementary Education, Occupational Specialist, and Educational Leadership	4	11	'12, '11, '10, '09, '08 School Grade: A A A D D AYP: N/A N N N High Standards Rdg. 59 77 87 36 39 High Standards Math 64 86 93 31 28 Lrng Gains-Rdg 76 62 75 56 58 Lrng Gains-Math 62 64 74 63 64 Gains-Rdg-25% 80 60 66 73 63 Gains-Math-25% 78 74 62 68
Assis Principal	Idaniel Gonzalez	BS-Elementary Education MS-Educational Leadership Certifications-Elementary Education, Gifted Education, ESOL	15	8	'12, '11, '10, '09, '08 School Grade: A A A A AYP: N/A N N Y Y High Standards Rdg 59 77 87 82 76 High Standards Math 64 86 93 95 86 Lrng Gains-Rdg 76 62 75 75 72 Lrng Gains-Math 62 64 74 76 80 Gains-Rdg-25% 80 60 66 67 79 Gains-Math-25% 78 74 62 77 81
		BS-Spanish and French MS-Reading			

Assis Principal	Edith Norniella	Ed.S-Educational Leadership Certifications-Administration/Supervision, (grades 1-6), Elementary Education, (grades 1-6), French, (grades 7-12), Reading, (grades K-12) School Principal, (all levels), Spanish, (grades 7-12)	4	15	'12,'11,'10, '09, '08 School Grade: A A A A A AYP: N/A N N Y N High Standards Rdg 59 77 87 82 62 High Standards Math 64 86 93 95 60 Lrng Gains-Rdg 76 62 75 75 69 Lrng Gains-Math 62 64 74 76 71 Gains-Rdg-25% 80 60 66 67 75 Gains-Math-25% 78 74 62 77 74
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## 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)

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal	Principal and Assistant Principal	June 7, 2013	
2	2. Mentoring Program	Principal and Assistant Principal	June 7, 2013	
3	3. Lesson Study Groups in Professional Learning Communities	Principal and Assistant Principal	June 7, 2013	
4	4. Attend New Teacher Recruitment Fair provided by the district to recruit and retain high quality, highly qualified teachers.	Principal and Assistant Principal	June 7, 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0.00)	N/A

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	0.0%(0)	14.3%(6)	59.5%(25)	26.2%(11)	47.6%(20)	78.6%(33)	4.8%(2)	0.0%(0)	78.6%(33)

## 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

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Services are provided to ensure that students who require additional remediation are met through the after-school tutorial programs and intervention sessions. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Facilitators develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student needs while working with district personnel to provide evidence-based intervention strategies. The Curriculum Facilitators also assist with whole school screening programs that provide early intervening services for students to be considered "at risk". They assist in the design and implementation for progress monitoring, data collection, and data analysis. These highly qualified leaders participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

We are a Title II District.  
 The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training to 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 immigrant students by providing funds to implement and/or provide:

- Tutorial Programs (PK-5)
- Parent outreach activities (PK-5)
- Behavioral/mental counseling services (PK-5)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ELL and content area teachers (PK-5)
- ELL student participation in citizenship mentoring/accluturation provided by the Close Up for new Americans Program (PK-5)
- Reading and supplementary instructional materials (PK-5)
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is

purchased for selected schools to be used by ELL and immigrant students (PK-5)

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

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplementary Academic Instruction (SAI) as part of its Florida Education 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, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

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

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; schedule the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RtI Leadership Team.

The MTSS/RtI Leadership Team is composed of key educators who consistently analyze data to drive the instructional program. The team will focus on student achievement, school safety, school culture, literacy, attendance, and most importantly, the prevention of student failure through prescriptive intervention programs. MTSS/RtI is a general education initiative in which the levels of support are allocated in direct proportion to student needs with a focus on supplemental and intensive interventions.

The team consists of the following:

Principal, Assistant Principal, Reading Facilitator, Student Services Personnel, and School Psychologist.

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 school's MTSS/RtI Leadership Team will meet biweekly to confer regarding the following activities:

Analyze data such as Edusoft and PMRN Reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team will also collaborate regularly, resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team will also support the process of building consensus, increasing communications, and managing decisions about implementation. More specifically the roles and responsibilities are as follows:

Principal, Assistant Principal and Reading Facilitator: Provides a common vision for the use of data-based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school-based MTSS/RtI plans and activities. They will consult all stakeholders to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal will make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen.

Student Service Personnel: Offer quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student service personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provided data on Tier 1, Tier 2, and Tier 3 Targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction. The team facilitated the development of a systematic approach to teaching and aligned processes and procedures.

The MTSS/RtI Problem-solving process guides the development and implementation of the SIP through its self-correcting method. Data collected and analyzed on Tier 1, Tier 2, and Tier 3 Targets identify the problem(s) and determines academic and behavioral goals. Further problem analysis determines possible causes of the identified problem so that evidenced-based interventions are selected or developed, and then implemented. Constant progress monitoring of SIP goals are reviewed and discussed during monthly EESAC meetings.

### 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.

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.

Mid Year: Florida Assessments for Instruction in Reading (FAIR); Interim Assessment

End of year: FAIR; Florida Comprehensive Assessment Test; Post Test

Describe the plan to train staff on MTSS.

The Assistant Principal will conduct a hands-on MTSS/RtI Professional Development session in September 2012 with a focus on Problem Solving and Supporting and Evaluating Interventions. A refresher professional development will take place in January 2013. The MTSS/RtI Leadership Team will also evaluate additional staff PD needs during the weekly MTSS/RtI Leadership Team meetings. Additional MTSS/RtI training will take place during Professional Learning Communities and common planning times.

Describe the plan to support MTSS.

The MTSS/RtI Leadership Team will provide evidence-based instructional and behavioral strategies by highly qualified staff that is matched to student needs and monitored on a frequent basis.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Richelle Lumpkin, Principal; Idaniel Gonzalez, Assistant Principal; Victor Gonzalez, Student Services Personnel; Maura Morales, SPED Chairperson; Tiffanie O'Reilly, Reading Facilitator; Evelyn Gomez, CELLA Coordinator, and Grade level chairpersons: Adrianna Beatty, Gloria Martinez, Cecilia Llerena, Linda Williams, Nancy Rodriguez, Jalitze Horta, and Rebecca Castaneda.

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

The North Twin Lakes Literacy Leadership Team meets monthly, in conjunction with the Administration/Leadership Team to discuss the implementation of literacy activities and programs ongoing at the school site that increase school-wide literacy across all content areas. The Principal chairs all meetings with grade level chairpersons and department heads in attendance. Information is disseminated, data trends from assessments, both District mandated and NTL generated are discussed and suggestions are given to improve the success of all student stakeholders. It is here that additional programs, professional development needs, and supplementary materials or interventions are identified and/or researched for possible inclusion to the curriculum that we mold to the specific student population found at North Twin Lakes Elementary. Furthermore, there is continual review of practices already in place, and review of fidelity to the state of Florida's K-12 CRRP.

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

During the 2012-2013 school year, the LLT will be searching for possible programs, materials, and/or personnel to provide the best learning environment for the students identified as the lowest twenty-five percent in each grade level. Specifically, teachers will establish monthly classroom reading goals. Students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, reading promotion campaigns, Accelerated Reader, and reading contests. Classroom teachers will plan collaboratively with the library media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials.

## Public School Choice

Supplemental Educational Services (SES) Notification

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

## \*Elementary Title I Schools Only: Pre-School Transition

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

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. FLKRS will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

Assessment tools to determine student readiness in Pre-Kindergarten and Kindergarten General Education and Special Education:

-Oral Language Proficiency Scale (OLPS)

Pre-Kindergarten General Education:

-Houghton Mifflin – Early Growth Indicators Benchmark Assessment

-Child Observation Record (COR)

Pre-Kindergarten Special Education:

-The Devereux Early Childhood Assessment (DECA)

-Learning Accomplishment Profile Diagnostic edition (LAP-D)

-LAP-D screening for General Education students

-Phonological and Early Literacy Inventory

-Battelle Developmental Inventory (BDI 2)

-Preschool Key Experience Note Form

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 27% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (83)	29% (88)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 3 was Reporting Category 2 Reading Application.  Students need to utilize text structure strategies needed to formulate comparisons within and across texts.	Align instruction to provide grade-level appropriate texts to incorporate text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions.	LLT	Results of ongoing classroom assessments will be reviewed to ensure that students are focusing on ability to identify text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 4 was Reporting Category 3 Literary Analysis: Fiction and Non-Fiction.  Students need to be exposed to poetry in order to identify descriptive language that defines modes and imagery.	Students will be exposed to a variety of fiction and non-fiction genres during their weekly scheduled Media Center visit.	LLT	Results of ongoing classroom assessments will be reviewed to ensure that students are focusing on identifying text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
3	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 5 was Reporting Category 4 Informational Text/Research Process.  Students need to utilize critical thinking strategies needed to locate, interpret, and organize information and to	Use real-world documents such as magazines, how-to articles, brochures, fliers and websites, and utilize text features to locate, interpret and organize information	LLT	Results of ongoing circulation statistics report will indicate percent of students circulating fiction and non-fiction genres.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.



determine the validity and reliability of information within and across text.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 29% of students achieved levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is for levels 4 and 5 to remain at 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (87)	29% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 3 was Reporting Category 2 Reading Application.  Students need to utilize text structure strategies to formulate comparisons within and across texts.	Align instruction to provide grade-level appropriate texts to incorporate text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions.  Accelerated Reader will also be utilized as an enrichment program to encourage independent reading.	LLT	Results of ongoing classroom assessments will be reviewed to ensure that students are focusing on ability to identify text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions. These reports will be analyzed monthly.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
	The area of deficiency as	Students will be exposed	LLT	Results of ongoing	Formative: Monthly

2	<p>noted on the 2012 administration of the FCAT Reading Test for Grade 4 was Reporting Category 3 Literary Analysis: Fiction and Non-Fiction.</p> <p>Students need to be exposed to poetry in order to identify descriptive language that defines modes and imagery.</p>	<p>to a variety of fiction and non-fiction genres during their weekly scheduled Media Center visit.</p>		<p>circulation statistics report will indicate percent of students circulating fiction and non-fiction genres. These reports will be analyzed monthly.</p>	<p>assessments Summative: 2013 FCAT 2.0 Assessment.</p>
3	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 5 was Reporting Category 4 Informational Text/Research Process.</p> <p>Students need to utilize critical thinking strategies to locate, interpret, and organize information and to determine the validity and reliability of information within and across text.</p>	<p>Use real-world documents such as, how-to articles, brochures, fliers and websites, and utilize text features to locate, interpret and organize information.</p>	LLT	<p>Results of ongoing classroom assessments focusing on students' knowledge of Reference/Research skills. These reports will be analyzed monthly.</p>	<p>Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:</p>	<p>The results of the 2011-2012 FCAT Reading Test indicate that 76% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 81%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (126)	81% (134)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Reporting Category 2 Reading Application.  Students need to utilize text structure strategies to formulate comparisons within and across texts.	Students will use grade level appropriate texts that include identifiable author's purpose for writing; including informing, telling a story, conveying a particular mood, entertaining and explaining.	LLT	Results of ongoing classroom assessments will be reviewed to ensure that students are focusing on ability to identify text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2011- 2012 FCAT Reading Test indicate that 88% of the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (39)	93% (41)

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

1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.  Students need to utilize text structure strategies to formulate comparisons within and across texts.	Align intervention strategies to provide grade-level appropriate texts to incorporate text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions.	LLT	Results of ongoing classroom assessments will be reviewed to ensure that students are focusing on ability to identify text structures such as cause/effect, compare/contrast, chronological order, problem/solution, argumentative/support, and descriptions.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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 Reading Test indicate that 60% of the Black students sub-group and 59% of the Hispanic student sub-group achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency of the Black student sub-group by 5 percentage points to 65% and the Hispanic student sub-group by 4 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 60% (7) Hispanic: 59% (170) Asian American: N/A Indian: N/A	White: Black: 65% (7) Hispanic: 63% (181) Asian: American N/A Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: 65% (7) Hispanic: 63% (181) Asian: N/A American Indian: N/A  Students need language proficiency and appropriate grade level vocabulary.	Students will read informational text, such as graphs, charts, and manuals, and will organize information for different purposes.	LLT	Data will be analyzed during the weekly common planning time meetings attended by grade level teachers and Reading Facilitator	Formative: FAIR, District, and School-site assessment data, Voyager and Reading Plus assessments. Summative: 2013 FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2011-2012 FCAT Reading test indicate that 46% of students in the ELL subgroup achieved proficiency.  Our goal is to increase student proficiency by 7 percentage
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	points to 53% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (51)	53% (58)

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 ELL student subgroup lacks language proficiency and appropriate grade level vocabulary	Ensure that students focus in key vocabulary and effectively use Reading Response Journals/Venn Diagrams.	LLT	Data will be analyzed during the weekly common planning time meetings attended by grade level teachers and Reading Facilitator	Formative: FAIR, District, and School-site assessment data, Voyager and Reading Plus assessments. Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2011-2012 FCAT Reading test indicate that 20% of students in the ELL subgroup achieved proficiency.  Our goal is to increase student proficiency by 6 percentage points to 26% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (6)	26% (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					
2					
3					

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012-2012 FCAT Reading test indicate that 59% of students in the Economically Disadvantaged subgroup achieved proficiency.  Our goal is to increase students' proficiency by 3 percentage points to 62%
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (174)	62% (183)

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					Monitoring Reporting Network (PMRN). Summative: 2012 FCAT Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5	Reading Facilitator	School-wide	Monthly Professional Development Sessions	Classroom visitations by administrators	Administrators
CORE Incentive	K-5	Reading Facilitator	School-wide	Monthly Professional Development Sessions	Classroom visitations by administrators	Administrators

Reading Budget:

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

End of Reading Goals

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA Test indicate that 42% of English Language Learners are proficient in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
42% (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	Students in the English Language Learners program are working towards acquiring the English Language verbally. Students in the lower levels of the program have demonstrated a need for continuous repetition of words, phrases, directions, and instructions to complete reading assignments.	As students work to obtain the necessary listening skills to acquire the English language, teachers will incorporate the ELL strategies of: repetition, visual aids, oral repetition of vocabulary words, phonemic awareness drills, extended time, clarification of directions, coaching, and immediate feedback, while students complete reading assignments.	Administration	Data Debriefing Sessions with ELL Reading teachers, Reading Facilitator, and Leadership Team.	CELLA 2013 Results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2011-2012 CELLA Test indicate that 23% of English Language Learners are proficient in Reading			
2012 Current Percent of Students Proficient in reading:					
23% (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
	Students in the English Language Learners program are working towards acquiring the skills to read the English Language in written form. Students in the lower levels of the program have	As students work to obtain the necessary skills to read the English language at grade level, teachers will incorporate the ELL strategies of: repetition, visual aids, oral repetition of	Administrators	Data Debriefing Sessions with ELL Reading teachers, Reading Facilitator, and Leadership Team.	CELLA 2013 Results

1	demonstrated a need for continuous repetition of phonemes, words, phrases, vocabulary recognition, visual representations, extended time and practice, and comprehension skills while completing reading assignments.	vocabulary words, phonemic awareness drills, extended time, close passages, chunking, coaching, and immediate feedback, while students complete reading assignments.			
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Test indicate that 23% of English Language Learners are proficient in Writing.
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2012 Current Percent of Students Proficient in writing:

23% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the English Language Learners program are working towards acquiring the English Language in written form. Students in the lower levels of the program have demonstrated a need for continuous repetition of phonemes, vocabulary words, and phrases that translate their thoughts and ideas into words of expression.	As students work to obtain the necessary skills to write in the English language at grade level, teachers will incorporate the ELL strategies of: repetition, visual aids, vocabulary lists, translation dictionaries, word walls, labels throughout the classroom, extended time, coaching, editing, revising and immediate feedback, while students complete writing assignments.	Administration	Data Debriefing Sessions with ELL Reading teachers, Reading Facilitator, and Leadership Team.	CELLA 2013 Results

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
<b>Other</b>			
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 2011-2012 FCAT Mathematics Test indicates that 30% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage point to 35%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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30% (90)	35% (107)
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for Grade 3 was Reporting Category 1 – Number and Operations.  Students need to have an understanding of basic fractions and fraction equivalence.	Engage students in activities to use technology such as GIZMOS, Riverdeep, and SuccessMaker that will assist them in developing an understanding that will assist them with quick recall of identifying fractions and equivalent fractions.	Administrators	Ongoing review of student grouping rosters and coordination of teacher data chats in order to ensure groups are fluid and redesigned to target the needs of students based on assessment.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for Grade 4 was Reporting Category 2 – Geometry Measurement.  Students need to have an understanding of area and determining area of two-dimensional shapes	Engage students in activities to use technology such as GIZMOS, Riverdeep and SuccessMaker that will assist them finding the area of two dimensional shapes with a focus on classifying angles	Administrators	Ongoing review student grouping rosters and coordination of teacher data chats in order to ensure groups are fluid and redesigned to target the needs of students based on assessment.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
3	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for Grade 5 was Reporting Category 1 – Base Ten and Fractions  Students need to have an understanding of factors and multiples within the context of fraction.	Students will be given opportunities to develop exploration and inquiry activities to increase understanding of skills through hands-on experiences with grade-level appropriate concepts involving fractions with a focus on real world situations.	Administrators	Review ongoing classroom assignments and assessments that target application of the skills taught and monitor GIZMOS Data Reports	Formative: GIZMOS Data Reports. District Interim Assessments, Observational Data, and In-Program Assessment Data.  Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics test indicates that 31% of students achieved proficiency (Level 4 and 5).  Our goal is to increase student proficiency by 3 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (95)	34% (104)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for was Reporting Category 3 - Algebra.  Students need to have an understanding of solving equations and simplifying expressions.	Students will participate in enrichment activities, such as the Interactive Notebook daily to gain knowledge of equations and expressions on exponents and parenthesis.	Administration	Ongoing review student grouping rosters and coordination of teacher data chats in order to ensure groups are fluid and redesigned to target the needs of students based on assessment.	Formative: Monthly assessments Summative: 2013 FCAT 2.0 Assessment.
2					
3					

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal # 3a:	The results of the 2011-2012 FCAT Mathematics test indicate that 62% of students made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (102)	67% (111)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Mathematics administration, was Reporting Category 2.  Students need to have an understanding of analyzing three dimensional shapes and their properties, including volume and surface area.	Students will become familiar with FCAT 2.0 Mathematics Reference Sheet and use it when solving real world problems involving surface areas.	Administration	Review ongoing classroom assignments and assessments that target application of the skills taught and monitor GIZMOS Data Reports.	Formative: GIZMOS Data Reports. District Interim Assessments, Observational Data, and In-Program Assessment Data.
2					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 78% of students in the lowest 25% made learning gains.  Our goal for the 2012 -2013 school year is to increase the lowest 25% of students achieving learning gains by 5 percentage point to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (33)	83% (35)

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				Review	
2	The area of deficiency as noted on the 2012 FCAT Mathematics administration, students making learning gains, was Reporting Category 2.  Students need to an understanding of fact families, multiplication facts, mental math , and basic computation.	Use BrainPop, an animated, curriculum – based educational software program, as an intervention strategy. Provide differentiated instruction activities during small group instruction and After-School Tutorial Academy that focuses on understanding basic mathematical concepts.	Administrators	Review student data on a weekly basis to ensure progress is being made and adjust intervention as needed.	Formative: GIZMOS Data Reports. District Interim Assessments, Observational Data, and In-Program Assessment Data.  Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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.	The results of the 2011-2012 FCAT Mathematics Test indicate that 70% of students in the Black student subgroup and 63% of students in the Hispanic subgroup achieved proficiency
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Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency of the Black student sub-group by 3 percentage points to 73% and the Hispanic student sub-group by 10 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 70% (8) Hispanic: 63% (181) Asian: N/A American Indian: N/A	White: N/A Black: 73% (8) Hispanic: 73% (210) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require basic skills in the area of Number and Operations. Students need more practice in developing quick recall of basic mathematical concepts.	Students will participate in tutorial programs that focus Number: Operations and Problems and Statistics, Geometry and Measurement, and Numbers: Fractions. Students will practice number relationships, mathematical reasoning, problem solving skills including techniques on how to solve non-routine problems.	Administration	Data Debriefing Sessions with Mathematics teachers and Leadership Team.	Formative Baseline, Interim Assessments, Chapter Tests, and Summative FCAT 2013

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 2011-2012 FCAT Mathematics test indicate that 52% of students in the ELL subgroup achieved proficiency.  Our goal is to increase student proficiency by 11 percentage points to 63% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (57)	63% (69)

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 ELL student subgroup lacks language proficiency and appropriate grade level vocabulary.  Appropriate and timely placement of students in interventions will ensure the academic success of ELL students.	Utilize the Go Math! Florida Online Intervention program that provides alternate approaches for concepts and skills.  Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60 minute mathematics instructional block.	Administration	The MTSS/RtI Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	Effectiveness will be determined through in-house assessments, Edusoft Data Reports, District Interim Assessments and the 2013 FCAT 2.0 results.

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 2009-2010 FCAT Mathematics Test indicate that 58% of students with disabilities made learning gains. Our goal for the 2010-2011 school year is to provide interventions and remediation opportunities in order to increase the percentage of students with disabilities making learning gains by 6 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (8)	34% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The SWD student subgroup lacks language proficiency and appropriate grade level vocabulary	Utilize the Go Math! Florida Online Intervention program that provides alternate approaches for concepts and skills.	Administration	The MTSS/RtI Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	Effectiveness will be determined through in-house assessments, Edusoft Data Reports, District Interim Assessments and the 2013 FCAT 2.0 results.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2011-2012 FCAT Mathematics test indicate that 63% of students in the Economically Disadvantaged subgroup achieved proficiency.  Our goal is to increase student proficiency by 8 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (186)	71% (209)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the Economically Disadvantaged subgroup lack appropriate grade level vocabulary, and there was limited time for hands-on activities during small group instruction.  Appropriate and timely placement of students in interventions will ensure the academic success of ED students.	Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60 minute mathematics instructional block. Provide time for hands-on activities during small group instruction.	Administration	The MTSS/RtI Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	Effectiveness will be determined through in-house assessments, Edusoft Data Reports, District Interim Assessments and the 2013 FCAT 2.0 results.

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 Standards	K-5	Assistant Principal	School-wide	Professional Development Days	Classroom Visitations	Administrations

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BrainPop Educational Software	Animated, Curriculum Content	SAC Funds	\$1,495.00
			Subtotal: \$1,495.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,495.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The results of the 2011-2012 FCAT Science Test indicate that 40% of students achieved proficiency (FCAT Level 3).  Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (37)	43% (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	The area of deficiency as noted on the 2012 administration of the FCAT Science Test for Grade 5 was Physical.  Students need instruction that includes teacher demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.	Utilize hands-on laboratory experiments for grades K-5 with a focus on the nature of Physical Science with an emphasis on matter, energy, force, and motion.	Administrators	The laboratory experiments will be implemented with fidelity and monitored by the Science Facilitator.	Formative: Bi-weekly quizzes laboratory experiments Summative 2013 FCAT 2.0 Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 Science Test indicate that 10% of students achieved proficiency (FCAT Levels 4 and 5).  Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (9)	11% (10)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test for Grade 5 was Earth and Space Science.  Students need to be provided with more opportunities to relate that the rotation of the Earth and apparent movements of the Sun, Moon, and stars are connected.	Provide enrichment activities for students to design and develop science and engineering project to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Earth and Space.  Continue to use Science Interactive Notebooks and GIZMOS Educational Software to enhance the scientific meaning through writing and reading science.	Administrators	The laboratory experiments will be implemented with fidelity and monitored bi-weekly by the Science Teacher.	Formative: Bi-weekly quizzes laboratory experiments Summative 2013 FCAT 2.0 Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
No Data Submitted						

Common Core Standards	K-5	Assistant Principal	School-Wide	Professional Development Days	Classroom Visitations	Administration
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop Educational Software	Animated, Curriculum Based Content	SAC Funds	\$1,495.00
			Subtotal: \$1,495.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,495.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2011- 2012 FCAT Writing Test indicate that 82% of students achieved a level of 3.0 and higher of proficiency.			
Writing Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency from 82% to 83%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (75)		83% (77)			
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 greatest areas of deficiency as noted on the administration of the 2012 FCAT Writing Tests was support and elaboration.	Incorporate the use of graphic organizers that will remind and encourage students to elaborate, support and provide details that will	Principal Assistant Principal	Administer Baseline District Exam to all fourth grade students. Identify needs of each student and monitor their progress through	Formative: District Baseline, weekly writing prompts Summative:

1	Students need improvement in applying appropriate tools or strategies to evaluate and refine the draft to include more support and details during the writing process.	strengthen their writing and writing expression. Additionally, teacher conferencing and peer editing will be used to strengthen the revision process.  Provide small group instruction to students needing similar skills		weekly writing prompts. Adjust instruction to address skills needed.	2013 FCAT 2.0 Writing Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 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
Enhancing Effective Writing Skills	K-5	Reading Facilitator	Language Arts Teachers	Monthly Professional Development Sessions	Classroom visitations by administrators	Administrative Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Finish Line Common Core State Standards	Writing Skills aligned with Common Core Standards	SAC	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$600.00</b>

*End of Writing Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Our goal for the 2012-2013 school year is to increase attendance to 96.82% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.  In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.32 (622)		96.82% (625)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
171		162			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
85		81			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences are due mainly because of student illnesses. There is a great need to motivate students to come to school daily regardless of the circumstances.	Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Committee for intervention services.	Administration	Administrative Team, Counselor, Community Involvement Specialist	Attendance Review Committee
	Illnesses-excused absences have	Maintain a clean environment throughout	Administrative Team	Administrative Team will monitor school's	Attendance Rosters

2	increased by 2% from previous year.	the school. Teach and emulate healthy choices and prevention strategies.		environment and ascertain health education and health prevention strategies are implemented throughout the school.	
3	School Action Research indicates that students are tardy to school due to parent work schedule.	Continue to emphasize to parents through Connect Ed messages and Parent Workshops the importance of being punctual as a basic life skill.	Administrative Team	Review Connect Ed Reports and Parent Workshop logs.	Sign-in 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the rate of suspensions by 11% (1).
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
7	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	5

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	Classroom instructional requirements may make it difficult for teachers to dedicate the necessary time to infuse character education into their lessons.	Implementation of a character education program will reward selected students on a monthly basis.	Administrative Team	Monitor COGNOS report on student indoor/outdoor suspension rate.	Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:		Refer to PIP.		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
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:		Based on the data gathered from Mathematics and Science there is a need to provide students with an opportunity to apply both Mathematical and Scientific concepts with-in the real life setting.			
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 learn both Mathematical and Science concepts in	Students in grades K-5 will participate in a school-wide Science	Administration	Follow through with classrooms teachers.	Summative FCAT 2.0 Mathematics and Science Test

1	the school setting, but a need to increase fundamental skills within the real life setting.	With A Twist (SWAT) Night. Students and parents will attend a Family Night event where they will be exposed to a variety of hands-on demonstrations that explain Physical and Chemical Change, Mixtures and Solutions, Weather Patterns, Measurement, and Electric Currents.			Scores
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Science	K-5	Science Liaison	School-wide	Professional Development Days	Classroom Visitations	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies for SWAT	Science with a Twist - materials and experiments	General Account	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Finish Line Common Core State Standards	Writing Skills aligned with Common Core Standards	SAC	\$600.00
				Subtotal: \$600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	BrainPop Educational Software	Animated, Curriculum Content	SAC Funds	\$1,495.00
Science	Brain Pop Educational Software	Animated, Curriculum Based Content	SAC Funds	\$1,495.00
				Subtotal: \$2,990.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Supplies for SWAT	Science with a Twist - materials and experiments	General Account	\$500.00
				Subtotal: \$500.00
				Grand Total: \$4,090.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to purchase BrainPop, an animated, curriculum-content based educational software program to assist students with mathematical and science concepts. Finish Line Writing will be purchased to assist students with the writing process.	\$2,095.00

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

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration the school's demographics, the school's budget, and the results of the FCAT when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Dade School District NORTH TWIN LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	86%	96%	61%	320	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	62%	64%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	74% (YES)			134	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					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District NORTH TWIN LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	93%	95%	59%	334	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	75%	74%			149	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	62% (YES)			128	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					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested