

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GOLDEN GLADES ELEMENTARY SCHOOL

District Name: Dade

Principal: Theron A. Clark

SAC Chair: Kimmii Lattery

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Tamika R. Robinson	Bachelor's of Science Degree from Florida Agricultural and Mechanical University in Elementary Education. Master's of Science in Varying Exceptionalities Nova Southeastern University Florida Professional Educator's Certificate in Elementary Education (1-6), Varying	2	2	'12 School Grade C AYP N High Standards Rdg. 55 High Standards Math 66 Lrng Gains-Rdg. 50 Lrng Gains-Math 64 Gains-Rdg-25% 48

		Exceptionalities (K-12), and Educational Leadership (all levels).			
Principal	Theron A. Clark	<p>Bachelor's of Science Degree from Florida Agricultural and Mechanical University in Political Science and Social Science.</p> <p>A Master's Degree in Educational Leadership from Florida International University.</p> <p>Currently working on a Doctorate Degree in Educational Leadership at Nova Southeastern University.</p> <p>Florida Professional Educator's Certificate in Educational Leadership, Political Science and Social Science.</p>	9	15	<p>'12 '11 '10 '09 '08 School Grade C C D C C AYP N N N N N High Standards Rdg. 55 56 57 58 63 High Standards Math 66 65 50 60 55 Lrng Gains-Rdg. 50 58 56 51 58 Lrng Gains-Math 64 60 39 55 56 Gains-Rdg-25% 48 53 48 47 68 Gains-Math-25% 53 63 53 52 72</p>

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	Tami Idun-Ogde	Biology Dance	6	6	<p>'12 '11 '10 '09 '08 School Grade C C D C C AYP N N N N N High Standards Rdg. 55 56 57 58 63 High Standards Math 66 65 50 60 55 Lrng Gains-Rdg. 50 58 56 51 58 Lrng Gains-Math 64 60 39 55 56 Gains-Rdg-25% 48 53 48 47 68 Gains-Math-25% 53 63 53 52 72 Lrng Gains-Rdg. 58 56 51 58 49 Lrng Gains-Math 60 39 55 56 53 Gains-Rdg-25% 53 48 47 68 63 Gains-Math-25% 63 53 52 72 56</p>
Reading	DaShawniese Howard	B.S. English; M.S. Educational Leadership		4	<p>'12 '11 '10 '09 '08 School Grade C C D C C AYP N N N N N High Standards Rdg. 55 56 57 58 63 High Standards Math 66 65 50 60 55 Lrng Gains-Rdg. 50 58 56 51 58 Lrng Gains-Math 64 60 39 55 56 Gains-Rdg-25% 48 53 48 47 68 Gains-Math-25% 53 63 53 52 72</p>
Mathematics	Pa'Reese Brown	B.A Science; M.S. Science Educational Leadership	18	1	<p>'12 '11 '10 '09 '08 School Grade C C D C C AYP N N N N N High Standards Rdg. 55 56 57 58 63 High Standards Math 66 65 50 60 55 Lrng Gains-Rdg. 50 58 56 51 58 Lrng Gains-Math 64 60 39 55 56 Gains-Rdg-25% 48 53 48 47 68 Gains-Math-25% 53 63 53 52 72</p>

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. Mentoring new teachers with successful veteran staff	Administration	On going	
2	2. Partnership with Florida Memorial College of Education to promote career opportunities	Administration	On going	
3	3. Incentive program for teachers whose students show gains on monthly assessments, etc.	Administration	On going	
4	4. Provide professional development opportunities in needed areas	Administration	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
DaShawniese Howard	Presently taking graduate reading courses; Will complete the Instructional Coaches Academy Training in November.

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
22	0.0%(0)	4.5%(1)	63.6%(14)	31.8%(7)	22.7%(5)	59.1%(13)	9.1%(2)	4.5%(1)	36.4%(8)

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
Tamika R. Robinson	Princess Dinkins	Experienced Educator with 10+ years of teaching	Ongoing grade level/subject area meetings/classroom visitations

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

Golden Glades Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs and Saturday school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 CHES; Supplemental Educational Services (SES); and special support services to special needs populations such as homeless, foster, neglected and delinquent students. Golden Glades Elementary is also an RTI school which is provided with support from a Professional Development Curriculum Support Specialist which is funded from the District.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Golden Glades Elementary uses supplemental funds for improving basic education as follows:
- 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

N/A

Title X- Homeless

Golden Glades Elementary School participates in the Homeless Assistance Program

- The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parent, schools, and the community. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Other

Parental Involvement Program Description

Golden Glades Elementary involves parents in the planning and implementation of the Title I Program and extends 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. Golden Glades increases 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; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Golden Glades Elementary conducts informal parent surveys to determine specific needs of our parents, schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate our parent's schedule as part of our goal to empower parents and build their capacity for involvement.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choices Program (I Choose!) a federally funded grant, is a district-wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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 Leadership Team.

Theron A. Clark, Principal: The Principal will convey the common vision of increasing student performance, ensuring commitment and allocating needed resources. Additionally, the Principal will ensure the fidelity to the RtI model by monitoring implementation of assessments, interventions and communicating with parents regarding school-based plans and activities.

Tamika R. Robinson, Assistant Principal: The assistant principal will assist the principal in conveying the common vision of increasing student performance. The assistant principal will ensure data-driven decision making and assist in monitoring the implementation of assessments, delivery of interventions, professional development and communication with parents.

DaShawniese Howard, Reading Coach: The reading coach will share the common vision of improving student performance with the school administrators. The reading coach will develop, lead and evaluate current instructional standards. The reading coach will model effective differentiated whole and small group lessons using research-based instructional practices. The coach will be involved in the on-going progress monitoring of students using key data points to create intervention groups. The coach will provide guidance on the District's reading plan and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

Brenda Johnson, School Psychologist: The shared school site psychologist will assist in the collection, interpretation, and analysis of data. She will assist in the development of intervention plans, and will provide support for intervention fidelity and documentation. She will model effective classroom strategies for academic and behavior interventions that will assist targeted students.

Regular Education Grade Level Leaders: (Primary and Intermediate) Selected grade level leaders will work to build staff support, model effective lessons, observe classroom instruction, and provide feedback. They will assist the administration and

coach in conveying the common vision to the rest of the staff, share resources, participate in student data collections, and provide students with incentives.

Special Education Grade Level Chairperson: The Grade Level Chairperson will collaborate with the regular education teachers to provide effective strategies for differentiating instruction and co-teaching. They will participate in student data collection and integrate core instructional activities/ materials into all tiered instruction including self-contained, resource, and inclusion settings.

Shari Klasner, Media/ Technology Specialist: The Technology Specialist will manage technology necessary to display data of varied assessments given to students. She will provide professional development and technical support to teachers and staff regarding data management, software use, and instructional practices.

Teresa Taylor, Counselor: Our counselor will provide services relating to issues that are impeding our students from learning. The interventions will include individual strategies, planned whole class lessons, and small group counseling. Our school counselor will link child-serving and community agencies to the school and families to support the child's academic, emotional, and behavioral success.

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

The MTSS/RtI Leadership team will meet weekly to review school based instructional focus and intervention groups. The team will review PMRN/FAIR data to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data at grade level meetings with teachers after the September, December, and April administrations of the FAIR and District Interim Assessments. During the meetings, they will identify students who are meeting/exceeding benchmarks and those students at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and the emotional well-being of the students.

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

Members of the leadership team and the EESAC are an integral part of the development of the School Improvement Plan. FCAT data was reviewed and analyzed across all tested subjects and strands by members of the faculty to compile goals, strategies, and needs assessments.

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

The MTSS/RtI Leadership team will meet weekly to review school based instructional focus and intervention groups. The team will review PMRN/FAIR data to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data at grade level meetings with teachers after the September, December, and April administrations of the FAIR and District Interim Assessments. During the meetings, they will identify students who are meeting/exceeding benchmarks and those students at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and the emotional well-being of the students.

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?

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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.

Baseline Data: 2011 FCAT Results, ECHOS Childhood Observation System (ECHOS), Florida Assessments for Instruction in Reading (FAIR), District Baseline Assessments, School Based Benchmark Assessments, Voyager Progress Monitoring Tool.

EduSoft: District Baseline, Interim Assessments, and Monthly Assessment.

Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), FCAT Simulation, On-going Progress Monitoring

using Florida Assessments for Instruction in Reading (FAIR) District Interim Assessments, and School Based Benchmark Assessments.

Midyear: Florida Assessments for Instruction in Reading (FAIR), District Interim Assessments, School Based Benchmark Assessments.

End of Year: FAIR, 2012 FCAT scores, School Based End of Year Assessments
Frequency of data days: Twice a month and after each FAIR Assessment window.

Describe the plan to train staff on MTSS.

During the Opening of School planning meetings, a Professional Development Session on MTSS Implementation will be given to the faculty and staff.
RtI Support Specialist weekly grade level meetings to begin early September.

Describe the plan to support MTSS.

The Assistant Principal and School Leadership Team will lead the process of implementation with teachers throughout the 2012-2013 school years.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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Theron A. Clark, Principal; Tamika R. Robinson, Assistant Principal; DaShawniese Howard, Reading Coach; Phyllis Sparks-Black, Primary Chair; Kimmii Lattery, EESAC Chairperson; Akim Glass, ESE Program Specialist; Shari Klasner, EESAC Secretary/Special Area Chair; Pa'Reese Brown, Math Coach, Tami Idun-Ogde, Science Coach

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

The main purpose of the LLT is to maintain communication with staff for input and feedback, as well as updating them on procedures and progress. The LLT meets every week to gather, analyze data, and discuss classroom concerns to determine professional development as indicated by student intervention and achievement needs.

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

Our major initiatives for the upcoming school year are

- To increase the number of students that will score proficient or above on the 2013 FCAT 2.0 Reading test
- To increase the number of students that will score proficient or above on the 2013 FCAT 2.0 Writing test
- To adjust the delivery of curriculum and instruction to meet the specific needs of students
- To strengthen Teacher quality and increase teacher accountability with low performing students
- To create student growth trajectories in order to identify and develop interventions

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in

environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title 1 Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

Golden Glades Elementary School offers a Pre-K program. There are currently two classrooms each having one full-time teacher and one full-time paraprofessional. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments, and site visits from the Office of Early Childhood. Parents are encouraged to enroll their students via newsletter, flyers, marquee, and Connet-ed messages. Parents of students attending our VPK classes are encouraged to volunteer and to spend the day learning with their children.

Students that were currently in our VPK classrooms visited the kindergarten classrooms toward the end of the school year and had the opportunity to engage with kindergarten students and teachers. Pre-K students were administered the Phonological and Early Literacy Inventory (PELI), and their scores were printed and used to assess student progress. All students were assessed prior to entering kindergarten and the kindergarten teachers have all of their pertinent data. Early childhood teachers attend grade level meetings with the kindergarten teachers to review data, discuss students' progress and expectations. Pre-kindergarten students transitioning into kindergarten will also be given the FLKRS School Readiness Test to assess their readiness skills within the first thirty days of school. The FAIR will also be used school wide to monitor student progress in the basic literacy skills. Early childhood teachers attend grade level meetings with the kindergarten teachers. Additionally, the Ready School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten.

Parents are continually invited to the school. Parents have several opportunities to meet with teachers and participate in informational and resourceful transition meetings. Meetings are held throughout the year. Our Community Involvement Specialist is also instrumental in bridging parent communication with the school.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicates that of students 34% achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 11 percentage points to 45%
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (44)	45% (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	The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis/Fiction and Non-Fiction. Students demonstrate difficulty in identifying author's purpose in grade level text and how the author's perspective influences text due to limited exposure with post text reading elaboration.	Students will utilize grade level appropriate text that includes identifiable reasons for why authors write. Teachers will produce authentic assessments that convey a particular mood or purpose.	MTSS/RtI Team Classroom Teacher	Ongoing classroom assessments/observations focusing on students' ability to identify key words in context, ability to identify author's purpose in grade level text, and how the author's perspective influences text. These will be monitored in teacher led centers.	Formative: Student work samples Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012-2013 FCAT Reading Test indicate that 15% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 10 percentage points to 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (19)	25% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 4, Informational Text, and Research Process.</p> <p>Students lack the background knowledge to make the connection to non-fiction literature because of limited exposure to real life experiences.</p>	<p>Provide students with daily opportunities to use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining during small group instruction.</p> <p>Providing students with daily opportunities to Interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys during small group instruction.</p> <p>The following enrichment strategies will be infused into the 90 minute reading block : FCAT Explorer Reading Plus High Interest reading AR</p>	<p>MTSS/RTI Classroom Teacher</p>	<p>Ongoing classroom assessments/observations focusing on students' ability to identify key words in context, ability to identify author's purpose in grade level text, and how the author's perspective influences text. These will be monitored in teacher led centers.</p>	<p>Formative: Student work samples</p> <p>Summative: 2013 FCAT Assessment</p>
2	<p>The area of deficiency as noted on the 2011 Administration of the FCAT Reading Test was Reporting Category 4, Informational Text, and Research Process. Students require real life experiences and background knowledge in using non-fiction literature and the appropriate way of identifying relationships between two or more ideas within texts.</p>	<p>During reading students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.</p>	<p>RtI Team</p>	<p>Ongoing classroom assessments focusing on students ability to locate, interpret, and organize different types of literary texts will be monitored weekly.</p> <p>Daily Classroom walkthroughs.</p>	<p>Formative: Student work samples.</p> <p>Summative: 2012 FCAT 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012-2013 FCAT Reading Test indicate that 67% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (88)	77% (101)

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 4, Informational Text, and Research Process. Students lack the background knowledge to make the connection to non-fiction literature because of limited exposure to real life experiences.	Provide students with daily opportunities to use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining during small group instruction. Provide students with opportunities to distinguish fact and opinion and the use of anticipation guide. Providing students with daily opportunities to interpret graphical information (text features) e.g., graphics,	MTSS/RTI Team Classroom Teacher	Review SuccessMaker reports to ensure students are making adequate progress. Meet with the teachers weekly to review and improve utilization reports. Observation through classroom walkthroughs	Formative: SuccessMaker Reports Summative: 2013 FCAT Assessment

		legends, illustrations, diagrams, charts, keys during small group instruction. Utilization of SuccessMaker			
2	The area of deficiency as noted on the 2011 Administration of the FCAT Reading Test were Reporting Categories 2 and 4, Reading Application and Informational Text, and Research Process. Students demonstrate difficulty in identifying author's purpose in grade level text and how the author's perspective influences text due to limited exposure with post text reading elaboration. Students have demonstrated a lack of understanding of how to transfer real life experiences and background knowledge while using non-fiction literature and the appropriate way of identifying relationships between two or more ideas within texts.	Provide students with daily opportunities to use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining during small group instruction. Providing students with daily opportunities to Interpret graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys during small group instruction.	RTI Team	Review SuccessMaker reports to ensure students are making adequate progress. Meet with the teachers weekly to review and improve utilization reports. Observation through classroom walkthroughs.	Formative: SuccessMaker Reports Summative: 2012 FCAT Assessment

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

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

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.	The results of the 2011-2012 FCAT Reading Test indicates that 60% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the
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Reading Goal #4:	lowest 25% achieving learning gains by 5 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (N<30)	70% (N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT Reading Test the number of students in the lowest 25% making learning gains increased.</p> <p>Although there was an increase, there are students who are in need of remediation and intervention.</p> <p>Involvement in afterschool tutoring program was limited</p>	<p>Planning and implementing targeted skills lesson in Differentiated instruction during the ninety minute reading block.</p> <p>Implementation of the Voyager Reading Intervention Program with fidelity using the pull-out model and SuccessMaker</p> <p>Implement before and after school home learning assistance and afterschool programs with a structured reward system for attendance and improving proficiency</p>	<p>MTSS/RtI</p> <p>Classroom Teacher</p>	<p>Weekly monitoring of classroom home learning charts to ensure that home learning is being completed by these students and weekly mini assessments given to review performance.</p>	<p>Formative: Homework charts Agenda books SuccessMaker Reports</p> <p>Summative: 2013 FCAT Assessment</p>
2	<p>As noted on the administration of the 2011 FCAT Reading Test the number of students in the lowest 25% making learning gains increased.</p> <p>The increase is minimal and students are in need of remediation and intervention. Involvement in after school tutoring program was limited.</p>	<p>Planning and implementing targeted skills lesson in differentiated instruction during the ninety minute reading block.</p> <p>Implementation of the Voyager Reading Intervention Program with fidelity using the pull-out model</p> <p>Implement before and after school home learning assistance and after school programs with a structured reward system for attendance and improving proficiency.</p>	<p>LLT</p>	<p>Weekly monitoring of classroom homework charts to ensure that home learning is being completed by these students and weekly mini assessments given to review performance.</p>	<p>Formative: Homework charts Agenda books</p> <p>Summative: 2012 FCAT Assessment</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # To increase the proportion of students scoring at levels 3 and above and to reduce the proportion of students scoring at levels 1 and 2 by 50% over six years (by 2016-2017) using 2010-2011 as the baseline year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Test indicate that 46% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(40)	46%(54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: The area of deficiency for Black students as noted on the 2012 FCAT 2.0 Reading Assessment was Literary Analysis. Students had difficulty interpreting the meaning and usage of text features.	Provide instruction through a variety of approaches to identify and derive information from passages using text features such as: charts, graphs, illustrations and captions	MTSS/RTI Classroom Teacher	Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment, Student Work Samples, Data Chats, and Monitor Weekly Intervention Plan.	Weekly Basal Assessments, Bi-Weekly Formative, Formative Assessments MDCPS Interim FAIR Summative Assessments 2013 FCAT 2.0 Reading Assessment
2	Black: Increasing the proficiency levels for this subgroup of students in Reading has presented a challenge due to the large amount of students needing one-on-one assistance/or small group instruction in comparison to the amount of highly qualified instructional staff that is available at the school site.	Partner with local colleges and universities to recruit and hire pre-service teachers as reading interventionist to assist in decreasing the size of the intervention groups. Utilize data to identify and place in the appropriate tier 2 or tier 3 intervention group by providing an additional 30 minutes of intensive intervention block of instruction. Continue to Provide small group tutorials before, during and after school hours using a variety of resources, such as Released Item Samples, Item Specifications and On-Target with a focus on Algebraic Thinking.	RTI Team	Rti Leadership Team will meet every 2 weeks to monitor student progress and the effectiveness of the interventions and the differentiated instructional groups.	Formative: FAIR, Interim and school site assessment data, classroom walk through. Summative: 2012 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 5% of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase Students with Disabilities proficiency by 6 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (5)	31% (11)

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 2.0 Reading Assessment, was Reading Application. The students had difficulty in recognizing organizational patterns in text features and text structures due to limited attendance in early bird tutorials	The students will apply reading comprehension strategies that will teach students how to locate, interpret and organize information for the purpose of understanding a variety of text	MTSS/RTI Classroom Teacher	Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment	Formative Assessments MDCPS Interim FAIR Summative Assessments 2013 FCAT 2.0 Reading Assessment
	SWD: As noted on the administration of the 2011 FCAT Reading Test, the SWD subgroup we need to continue appropriate delivery of instruction in differentiated instructional groups has been an obstacle due to the number of	Partner with local colleges and universities to recruit and retain pre-service teachers as reading interventionist to assist in decreasing the size of the intervention groups. Utilize data to identify and place in the	RTI Team	RTI Leadership Team will meet every 2 weeks to monitor student progress and the effectiveness of the interventions and the differentiated instructional groups.	Formative: FAIR, Interim and school site assessment data, classroom walk through. Summative: 2012 FCAT Assessment

2	students needed to be served by the classroom teacher.	<p>appropriate tier 2 (Voyager) or tier 3 intervention group by providing an additional 30 minutes of intensive intervention block of instruction.</p> <p>Continue to Provide small group tutorials before, during and after school hours using a variety of resources, such as Released Item Samples, Item Specifications and On-Target with a focus on Algebraic Thinking.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 49% of students in the Economically Disadvantage subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 is to increase the number of Economically Disadvantaged students achieving proficiency by 5 percentage points to 54%.</p> <p>Our goal for the 2011-2012 school year is to increase student proficiency by 5 percentage points to 54%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (44)	48% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading Assessment, was Reading Application.</p> <p>The students had difficulty in recognizing organizational patterns in text features and text structures due to limited attendance in early bird tutorials</p>	<p>The students will apply reading comprehension strategies that will teach students how to locate, interpret and organize information for the purpose of understanding a variety of text</p>	<p>MTSS/RTI Classroom Teacher</p>	<p>Weekly Basal Assessments, Bi-Weekly Formative, Reading Benchmark Assessment</p>	<p>Formative Assessments MDCPS Interim FAIR</p> <p>Summative Assessments 2013 FCAT 2.0 Reading Assessment</p>

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
RTI Interventions	K-5	Brenda Johnson (Psychologist)	Reading and Mathematics Teachers school-wide	August 19, 2012 - on going	Leadership meeting agenda minutes	MTSS/RTI Team
NGSSS Reading	K-5	Cindy Caldwell	Reading Teachers school-wide	September 10, 2012-on going	Peer observation/Gradelevel meetings	Administration
Voyager Reading Interventions	K-5	Edith Schmidt	All Reading Teachers and Interventionist	October 7, 2012	Walkthroughs, student checkpoints, attendance logs, intervention schedules	MTSS/RTI Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teach students how to construct meaning and interpret text when comparing and contrasting story elements, settings, characters and problems in multiple text.	AR Books to address student deficiencies in Reading Application Florida Coach and Buckle Down Series	PASS Grant	\$2,800.00
			Subtotal: \$2,800.00
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: \$2,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	During the 2012-2013 school, students participating in the ESOL program that attain levels of proficiency in Listening /Speaking will an increase from 50% to 100%.
2012 Current Percent of Students Proficient in listening/speaking:	
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	Most students in the ELL sub-group do not receive adequate exposure to the English language in their home environment. Thereby, students are not engaged in language building activities that will contribute to their success with the English language.	Establish a stronger school to home connection to establish more opportunities to interact with the English language	Guidance Counselor Foreign Language Teacher	Parent Teacher Student Meetings	Completion of Home Learning Activities and parent surveys

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:

During the 2012-2013 school, students participating in the ESOL program that attain levels of proficiency in Reading will increase from 10% to 15%.

2012 Current Percent of Students Proficient in reading:

4%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure and practice with the usage of the English Language	Create opportunities before and after school for ELL students to engage in rich and rigorous language activities..	School Guidance Foreign Language Teacher	Parent Teacher Student Meetings	Completion of Home Learning Activities and parent surveys

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

3. Students scoring proficient in writing.

CELLA Goal #3:

During the 2012-2013 school, students participating in the ESOL program that attain levels of proficiency in writing will remain at 100%

2012 Current Percent of Students Proficient in writing:

0%

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
	Limited exposure and	Create opportunities	School Guidance	Parent Teacher Student	Completion of

1	practice with the usage of the English Language.	before and after school for ELL students to engage in rich and rigorous language activities	Foreign Language Teacher	Meetings	Home Learning Activities and parent surveys
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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 Mathematics Test indicate that 51% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2013 school year is to increase the number of Level 3 students by 10 percentage points to 61%
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (67)	61% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Number: Fractions.</p> <p>Students had difficulty connecting fraction concepts to real world problems. The deficiency is due to limited classroom opportunities to develop student understanding of number and operations through the use of manipulatives and engaging opportunities in small group settings.</p>	<p>Provide students time for mathematical exploration and development of Number Fractions through use of concrete and virtual manipulatives during whole group instruction through the utilization of the Gizmos program. (CAP), including FCAT Explorer, Riverdeep, SuccessMaker, and Gizmos are being employed to target deficiencies during small group independent practice.</p>	Administration Mathematics Coach	<p>The results of biweekly formative assessments will be used to determine the overall effectiveness of the strategy and to provide time for adjustments and feedback to teachers.</p> <p>Gizmos reports will be used to monitor usage and overall success of the program's implementation.</p>	<p>Formative: Edusoft Biweekly Assessment Reports Gizmos Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>
2	<p>1a.2. According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Number: Operations and Problems.</p> <p>Lack of integrating reading and vocabulary through mathematics was our barrier.</p>	<p>Provide students with journals and rigorous real-world mathematical problem solving opportunities that will increase their conceptual knowledge and algorithmic ability.</p>	Administration Mathematics Coach	<p>A school-wide rubric will be used to determine if the student has been exposed to complex real-world math problems, there should be evidence of a clear and concise problem solving strategy, evidence of teacher feedback, and students should have answered the questions presented in detail through utilizing correct mathematical language, pictures, and/or charts.</p>	<p>Formative: Math Journal Rubric Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	Mathematics Goal #2a: The results of the 2012 FCAT Mathematics Test indicate that 12 percent of students in grades 3-5 achieved a Level 4 or 5. Our goal for the 2013 school year is to increase the number of Level 4-5 students by 5 percentage points to percent 17%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (16)	17% (29)

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	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Geometry & Measurement. Limited use of technology during whole group instruction.	In order to address the deficiency in dimensional shapes, volume, and surface, students will utilize the Gizmos software during differentiated instruction.	Administration Mathematics Coach	Gizmos reports will be used to monitor usage and overall success of the program's implementation. Individual student reports will be examined to determine if adjustments are needed.	Formative: Edusoft Biweekly Assessment Reports Gizmos Reports MDCPS District Assessment Reports Summative: 2013 FCAT 2.0 Mathematics Exam 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 group:

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

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 mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 72% percent of students in grades 3-5 made learning gains in Mathematics.</p> <p>Our goal for the 2013 school year is to increase the number of students making learning gains in 5 Mathematics by percentage points to 77 percent</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (95)	77% (101)

Problem-Solving Process to Increase Student Achievement					
#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Number: Operations and problems.</p> <p>Limited time and use of reteaching activities and mini assessments.</p>	<p>Provide flexible pull-out remediation and differentiated instruction that utilizes the Go Math series Reteach Lessons to those students not demonstrating mastery on weekly tests.</p>	Administration Mathematics Coach	<p>Conduct grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher feedback on the effectiveness of strategy.</p> <p>Review student work samples and data chat protocol forms in their MTSS/RtI folders every nine weeks.</p>	<p>Formative:</p> <p>Department meeting minutes Student MTSS/RtI folders and work samples Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative:</p> <p>2013 FCAT 2.0 Mathematics Exam Results</p>
2	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Number: Operations, Problems, and Statistics.</p> <p>Limited time and use of reteaching activities and mini assessments.</p>	<p>Provide flexible pull-out remediation and differentiated instruction that utilizes the Go Math series Reteach Lessons to those students not demonstrating mastery on weekly tests.</p>	Administration Mathematics Coach	<p>Review student work samples and protocol forms in their MTSS/RtI folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress.</p>	<p>Formative:</p> <p>Department meeting minutes Student MTSS/RtI folders and work samples Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative:</p> <p>2013 FCAT 2.0</p>

					Mathematics Exam Results
3	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions.</p> <p>Limited time and use of reteaching activities and mini assessments.</p>	<p>Teachers will utilize questions for the day from GO MATH in order to increase the frequency in which students are engaged in activities that enable them to think critically and to be exposed to mathematically complex questions.</p>	<p>Student work folders and journals will be reviewed to determine if the student is consistently developing problem solving strategies for the problem of the day and to determine student progress and understanding</p>	<p>Formative: Student journals and work samples Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>	<p>3a.3. Student journals and work samples Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</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>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that percent 87% of students in the lowest 25% made learning gains in Mathematics.</p> <p>Our goal for the 2013 school year is to increase the number of students in the lowest 25% making learning gains in Mathematics by 5 percentage points to 92%</p> <p>Our goal for the 2011-2012 school year is to increase student proficiency by 5 percentage points to 68%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (28)	92% (32)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Student participation in Before and After School tutorials Limited Student exposure to real world and HOTS problem solving questions	Teachers will utilize questions for the the day from GO MATH in order to increase the frequency in which students are engaged in activities that enable them to think critically and to be exposed to mathematically complex questions.	Teachers Math Coach Administrators	Student work folders and journals will be reviewed to determine if the student is consistently developing problem solving strategies for the problem of the day and to determine student progress and understanding	Student journals and work samples Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports Summative: 2013 FCAT 2.0 Mathematics Exam Results
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # 5A : Increase the percent of students achieving at Level 3-5 and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years. Annually, the goal is to increase by 2.33 percentage points and attain 14 percentage points by				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 50% percent of the Black student subgroup did not make satisfactory progress in Mathematics. Our goal for the 2013 school year is to increase Black student proficiency by 20 percentage points to percent 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (66)	70% (92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems Limited understanding of addition, subtraction, multiplication, and division facts.	Increase the usage of the "Learning Wrap-Ups" series in order to provide students with the opportunity to develop quick recall of addition, subtraction, multiplication and division facts.	Administration Mathematics Coach	The Learning Wrap-Up's pre and post test data will be used to monitor student progress and adjust instruction. District assessments will be data will be analyzed and adjustments will be made to student groups based on student performance.	Learning Wrap-Up's pre and post test data Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports Summative: 2013 FCAT 2.0 Mathematics Exam Results
	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the	Increase the use of Mathematics journals in order to expose students to complex real-world	Administration Mathematics Coach	Journals will be reviewed using a school-wide rubric in order to determine if the student	Formative: Math Journals Edusoft Biweekly

2	<p>students was in Reporting Category Number: Operations and Problems</p> <p>Limited opportunities for students to verify the reasonableness of number operation results including in problem situations</p>	<p>problems, assist them in developing a problem solving strategy, and increase student vocabulary.</p>		<p>is consistently developing their vocabulary, problem solving strategies, and to determine student progress and understanding.</p> <p>Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance.</p>	<p>Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>
3	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems</p> <p>Limited use of time with computer assisted technology programs such as FCAT Explorer, and Gizmos to increase student's conceptual understanding of numbers.</p>	<p>Utilize the FCAT Explorer program to provide students with the opportunity to become exposed to complex math questions, develop problem solving strategies, and review arduous concepts</p>	<p>Administration Mathematics Coach</p>	<p>Student FCAT Explorer reports and biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance.</p>	<p>Formative: FCAT Explorer reports Edusoft Biweekly Assessment Reports Student Work Samples MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 70% percent of the Student With Disability student subgroup did not make satisfactory progress in Mathematics.</p> <p>Our goal for the 2013 school year is to increase SWD student proficiency by 15percentage points to percent 85%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

70% (19)

85% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems</p> <p>Limited use of time with computer assisted technology programs such as FCAT Explorer, Gizmos, etc. to increase student's conceptual understanding of numbers.</p>	Develop a pull out intervention schedule in order for student to utilize the Go Math ESOL Activity guide program on a weekly basis so that they can build their conceptual knowledge, vocabulary, and computational fluency.	Teachers Math Coach Administrators	<p>Journals will be reviewed using a school-wide rubric in order to determine if the student is consistently developing their vocabulary, problem solving strategies, and to determine student progress and understanding.</p> <p>Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance.</p>	<p>Math Journals Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>
2	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems</p> <p>Limited use of time with computer assisted technology programs such as FCAT Explorer, Gizmos, etc. to increase student's conceptual understanding of numbers.</p>	Increase the frequency in which students are engaged in activities that use the Mega Math Online Intervention program as a means to create additional models, explore arduous math concepts, provide extra practice, and to progress monitor student performance.	Teachers Math Coach Administrators	<p>Journals will be reviewed using a school-wide rubric in order to determine if the student is consistently developing their vocabulary, problem solving strategies, and to determine student progress and understanding.</p> <p>Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance</p>	<p>Math Journals Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>
3	<p>According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems</p> <p>Limited use of time with computer assisted technology programs such as FCAT Explorer, Gizmos, etc. to increase student's conceptual understanding of numbers.</p>	Provide students with increased time for conceptual development and understanding through use of the Brainchild Achiever Online Intervention program.	Teachers Math Coach Administrators	<p>Journals will be reviewed using a school-wide rubric in order to determine if the student is consistently developing their vocabulary, problem solving strategies, and to determine student progress and understanding.</p> <p>Biweekly assessments will be conducted and the data will be analyzed and adjustments will be made to student groups based on student performance</p>	<p>Math Journals Edusoft Biweekly Assessment Reports MDCPS District Assessment Reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Exam Results</p>

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Additionally, 33 percent of the Economically Disadvantaged subgroup did not make satisfactory progress in Mathematics. Our goal is to increase student proficiency by 10 percentage points to 43 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (43)	43% (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	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Geometry & Measurement. Limited use of time with computer assisted technology programs such as FCAT Explorer, Gizmos, etc. to increase student's conceptual understanding of numbers.	Provide students with increased time utilizing the Gizmos program for conceptual development and understanding of geometric shapes, patterns, and provide practice in measurement skills	Administration Mathematics Coach	Student Gizmos reports will be monitored monthly for improvements or declines so that groups can be adjusted. District assessments will be data will be analyzed and adjustments will be made to student groups based on student performance.	Formative: Gizmos reports Edusoft Biweekly Assessment Reports Student Work Samples MDCPS District Assessment Reports Summative: 2013 FCAT 2.0 Mathematics Exam Results
2	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems Limited Student exposure to real world and HOTS problem solving questions	Provide teachers with the FL "Go Math" series Reteach Book along with a variety of supplemental resources including: pictures, note cards, and real word problems in order to solve complex abstract concepts will be used to enhance instruction.	Administration Mathematics Coach	Student FL Go Math Reteach activities will be monitored for improvements or declines so that groups can be adjusted. Grade level meetings will be conducted to progress monitor student performance and to desegregate District assessment data in order to regroup students.	Formative: Go Math Reteach Activities Edusoft Biweekly Assessment Reports Student Work Samples MDCPS District Assessment Reports Summative: 2013 FCAT 2.0 Mathematics Exam Results
3	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions. Limited use of manipulatives to introduce basic mathematical concepts (i.e. for division-fractions), etc.	Increase the use of the FL Go Math "Grab & Go" manipulatives during whole group instruction and in independent learning centers so that students are able to read, write, and represent fractions, equivalent fractions, and fractions greater than one.	Administration Mathematics Coach	Student work, journals, and chapter tests will be reviewed to determine the strategies implementation and effectiveness. Grade level meeting will be conducted to progress monitor student performance and to desegregate District assessment data in order to regroup students.	Formative: FL Go Math Chapter Test MDCPS District Assessment Reports Summative: 2013 FCAT 2.0 Mathematics Exam 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
New pacing guide with 2.0 standards	K-5	Tamika R. Robinson Tami Idun-Ogde	All K-5 content teachers	August 20, 2012-on-going	Classroom walk-through, lesson plans, assessments	Administration Science Coach
Gizmos	Gizmos K-5	Tami Idun-Ogde	All K-5 content teachers	August 20, 2012-on-going	Technology utilization Reports/grade level meetings	Administration, Science coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students mastery of in the Reporting Category Number: Base Ten & Fractions	Brainchild Achiever Online Intervention	PASS Grant	\$2,100.00
			Subtotal: \$2,100.00
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: \$2,100.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT 24% of students achieved proficiency (FCAT level 3). The expected level of performance for 2013 is 50 % achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (10)	50% (21)

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 results from the 2012 FCAT show that showed minimal growth in the content cluster: Nature of Science Students need additional support to develop independent projects, vocabulary skill building and adhere to the depth and rigor of the 2.0 standards.	Provide opportunities for teachers to integrate literacy in the science classrooms in order for students to enhance scientific meaning through writing (graphic organizers), talking, and reading science. Mentor students to conceptualize the scientific process while in the science lab.	Science Lab Teacher Grade Level Leaders	Projects will be reviewed periodically using a rubric to ensure student progress. Mini assessments will be given and monitored twice a month.	Formative: Science Lab projects; mini-assessments Summative: 2013 Science FCAT

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2011 administration of the Science FCAT 0% of students achieved proficiency (FCAT level 4 and 5). The expected level of performance for 2012 is 2% achieving above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The results from the	Provide opportunities	Science Lab	Projects will be	Formative:

1	2012 FCAT show that showed minimal growth in the content cluster: Nature of Science Students need additional support to develop independent projects and adhere to the depth and rigor of the 2.0 standards.	for teachers to integrate literacy in the science classrooms in order for students to enhance scientific meaning through writing, talking, and reading science. Assist students to conceptualize the scientific process while in the science lab.	Teacher Grade Level Leaders	reviewed periodically using a rubric to ensure student progress. Mini assessments will be given and monitored twice a month.	Science Lab projects; mini-assessments Summative: 2013 Science FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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
New pacing guide with 2.0 standards	K-5	Tamika R. Robinson Tami Idun-Ogde	All K-5 content teacher	August 20, 2012	Classroom walk-through, lesson plans, assessments	Administration Science
Gizmos	K-5	Tami-Idun Ogde	All Teachers	Aug. 20-ongoing	Technology utilization Reports, grade level meetings	Administration, Science Coach
Developing Science Projects	K-5	Tami Idun-Ogde	K-5 Science Teachers	October 15, 2012	Participation in Science Fair	Administration, Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities on a weekly basis to conduct a variety of inquiry based learning activities for students to analyze, draw appropriate conclusions, and apply key instructional concept. They will be responsible to write their findings in a science journal.	Science Journals	EESAC	\$100.00
			Subtotal: \$100.00
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: \$100.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		On the 2012 administration of the FCAT 2.0 Writing 58% of students achieved proficiency. The expected level of performance for 2013 is that 90 % of 4th grade students achieve proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
58% (23)		90% (36)			
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 2011 administration of the FCAT Writing Test was focus and elaboration. Students require the necessary skills needed to incorporate real life experience into their	Graphic organizers will be utilized to draft and organize their real life experiences in a logical and sequential order while expanding their background knowledge. Kidspiration software will also be used to enhance learning.	MTSS/RtI Classroom Teacher	Administer baseline District exam to all 4th grade students. Identify needs of each student and monitor their progress through monthly writing prompts and reviewing writing samples across the curriculum.	Formative: District baseline monthly writing prompts Summative: 2012 FCAT Writing Test

writing.	Lucy Calkins writing strategies will be utilized to assist students with the writing process.		
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
Using anchor papers to model varied organizational elements.	Reading Coach	Grade 3-4 students	Language Arts teachers	Sept 2012– On-going	Monthly monitoring of student progress and the effectiveness of the writing instruction	Administration Reading Coach
Using anchor papers to model varied organizational elements.	Reading Coach	Grade 3-4 students	Language Arts teachers	Language Arts teachers	Monthly monitoring of student progress and the effectiveness of the writing instruction	Administration Reading Coach
Inspiration Software	Reading Coach	K-5 teachers	K-5 teachers	Sept. 2012- On-going	Monitoring of use through lesson plans and final projects	Administration Reading Coach Media Specialist

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		During the 2012-2013 school year, our goal is to increase attendance to 97% by minimizing absences due to truancy.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.51% (291)		95.01% (293)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
117		111			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
52		49			
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 living out of area affects our maintaining our daily attendance percentages.	Identify and refer students with 3 or more absences to the school counselor for intervention services. Reward students at the end of each month for perfect attendance. Verify home addresses	Guidance Counselor School Administration School Registrar	Daily Attendance Reports	Attendance Bulletin SCAMS Attendance Reports

		of our students with CIS and develop intervention plan for these students.		
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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
Effective FTE Strategies	K-5	Tamika R. Robinson	All Office and Instructional Staff	August 2012 Beginning of School Meeting	Weekly monitoring of attendance bulletins and reports	Registrar AP Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Awards and Celebratory Events	Certificates , Pizza with the Principal	PTA	\$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
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: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the amount out of School Suspension from 64 to 58 students.
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
32	29
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
25	23

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 occurrences of outdoor suspensions are a result of the manifestation of the behaviors of students that are enrolled into our Emotional Behavior Disorders program	Review the Student Code of Conduct with all stakeholders to identify desired and acceptable behaviors. Develop and update a universal school-wide behavior policy with an emphasis on rewards	Administration Counselor Leadership Team	Monitor SCAMS written by teachers, review infractions from the code of student conduct.	Rewards log and SCAMS

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
PBS	K-5	Ms. Morrison	All Instructional Staff	Sept 2012-Ongoing	Review of Monthly Suspension Reports	School Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During the 2011-2012 school year, parent participation in school wide activities was 25%. Our goal for the 2012-2013 school year is to increase parent participation by 10% from 25% to 35%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
25% (85)		35% (119)			
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	Parents limited time and understanding of student data and how they can assist their child in school are obstacles.	Combine parent informational meetings with student activities to discuss opportunities available at the school to assist their child.	Administration Community Involvement Specialist	Parent Logs and participation data.	CIS Sign in sheets Monthly attendance reports
2	Limited communication with parents due to low attendance during parent meetings.	Increase publication of the parent academy meeting reminders and the use of the Connect-Ed Messaging System.	Administration Community Involvement Specialist	Connect-Ed reporting logs Community Involvement Specialist Parent logs	CIS Sign in sheets Monthly attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data	K-5	Reading Coach and Classroom Teachers	Parents	August 2012, December 2012, May 2013	Review sign in sheets/logs to determine the number of parents attending.	School Administration, Community Involvement Specialist

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement/Community Liaison	Community Involvement Specialist	Title I	\$10,000.00
			Subtotal: \$10,000.00
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: \$10,000.00

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:				
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						

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	Teach students how to construct meaning and interpret text when comparing and contrasting story elements, settings, characters and problems in multiple text.	AR Books to address student deficiencies in Reading Application Florida Coach and Buckle Down Series	PASS Grant	\$2,800.00
Mathematics	Increase students mastery of in the Reporting Category Number: Base Ten & Fractions	Brainchild Achiever Online Intervention	PASS Grant	\$2,100.00
Science	Provide students opportunities on a weekly basis to conduct a variety of inquiry based learning activities for students to analyze, draw appropriate conclusions, and apply key instructional concept. They will be responsible to write their findings in a science journal.	Science Journals	EESAC	\$100.00
Attendance	Awards and Celebratory Events	Certificates , Pizza with the Principal	PTA	\$500.00
Suspension				\$0.00
Parent Involvement	Parental Involvement/Community Liaison	Community Involvement Specialist	Title I	\$10,000.00
				Subtotal: \$15,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$15,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Monthly EESAC Meetings for the 2012-2013 school year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District GOLDEN GLADES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	65%	91%	41%	253	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	58%	60%			118	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?	53% (YES)	63% (YES)			116	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					487	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District GOLDEN GLADES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	50%	76%	21%	204	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%	39%			95	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?	48% (NO)	53% (YES)			101	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					400	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested