

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: KENDALE LAKES ELEMENTARY SCHOOL

District Name: Dade

Principal: Ms.Martha Jaureguizar

SAC Chair: Ms.Kristi Atkison

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/1/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Martha T. Jaureguizar	Degrees: B.S. Elementary Education M.S. Reading Education Certifications: Elementary Education Gifted Education Educational Leadership	3	16	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 74 92 91 86 84 High Standards Math 70 89 84 77 86 Lrng Gains-Rdg. 81 69 79 76 67 Lrng Gains-Math 78 72 57 67 69 Gains-Rdg-25% 73 74 65 84 72 Gains-Math-25% 71 66 50 64 56
Principal	Nancy Cabrera Nuñez	Varying Exceptionalities Elementary Education Educational Leadership	9	9	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 74 92 91 87 83 High Standards Math 70 89 84 87 85 Lrng Gains-Rdg. 81 69 79 80 69 Lrng Gains-Math 78 72 57 66 67 Gains-Rdg-25% 73 74 65 81 62 Gains-Math-25% 71 66 50 70 71

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kristine Sanchez	Elementary Education English for Speakers of other Languages Reading Endorsement	2		'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 74 92 88 56 60 High Standards Math 70 89 90 67 66 Lrng Gains-Rdg. 81 69 80 62 51 Lrng Gains-Math 78 72 71 66 62 Gains-Rdg-25% 73 74 69 55 55 Gains-Math-25% 71 66 74 82 66

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	Professional Development to promote and support best practices	Reading/Math/Science Coach	5/2013	
2	Professional support in the instruction of Reading.	Reading Coach/Grade Level Chair	5/2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1- Out of Field 1- Less than Effective	Provide professional development in the area of Reading and complete courses for ESOL Endorsement

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
60	5.0%(3)	11.7%(7)	43.3%(26)	40.0%(24)	33.3%(20)	100.0%(60)	11.7%(7)	11.7%(7)	71.7%(43)

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
		NBCT, Outstanding	

Elena M. Alvarez	Christina Mendiola	knowledge of content, materials, and methods that support high standards in the curriculum areas and implementation of the SPED services	Modeling/Observation/Planning
none			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided at Kendale Lakes Elementary to ensure students requiring additional remediation are assisted through extended learning opportunities such as before-school and/or after-school programs, and during-school tutoring programs. Summer school is provided for specific third grade students that meet eligibility criteria. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program where parents are provided numerous opportunities to participate in school-based parent workshops and Parent Academy workshops; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part D

N/A

Title II

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

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science selected schools to be used by ELL students (K-12, RFP Process)

Title X- Homeless

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

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.

Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust community organization.

Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Kendale Lakes has identified the counselor as the school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Kendale Lakes Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide tutoring for Level 1 readers. We currently utilize two, part-time hourly paraprofessionals in this capacity to implement the remedial reading program interventions. Additionally, we utilize another part-time employee to implement a phonics-based software program in a small primary computer lab setting to optimize early intervention strategies with students demonstrating academic deficiencies in Kindergarten and grade one.

Violence Prevention Programs

Violence Prevention Programs

Kendale Lakes Elementary participates in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. Kendale Lakes Elementary implements the TRUST curriculum which focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Other programs offered school wide are: Anti Bully Plan, Conflict Resolution, Happy/Sad Feelings Comment Box, Character Education and Student of the Month as well as Do the Right Thing.

Nutrition Programs

Kendale Lakes Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. In addition, nutrition education, as per state statute, is taught through physical education. Kendale Lakes Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult Education

Several learning opportunities were coordinated through The Parent Academy. As a result, various classes throughout the year are provided to Kendale Lakes Elementary parents and included sessions for both parents and their children. Hands-on experiences with valuable technology resources provided by the District as well as purchased by the school were communicated and shared with stakeholders to optimize their use through extended learning opportunities. Additional sessions were offered on Parenting a Child with ADD/ADHD, Internet Safety, and instructional strategies for ELL/SPED parents to utilize with their children. A majority of classes were led by Kendale Lakes Elementary employees and others were made possible through presenters from The Parent Academy. It is our desire to continue providing these learning opportunities to reach out to our existing and new families so that cooperatively we may provide valuable learning resources to students.

Career and Technical Education

Career and Technical Education

Kendale Lakes Elementary promotes an annual Career Fair in order to help students gain a better understanding and appreciation of career opportunities. Parents and community members help students gain an understanding of business and

industry workforce requirements. Kendale Lakes Elementary involves the students in an annual Truck Day event as an additional method of facilitating a better understanding, for students, of how to acquire the skills necessary to take advantage of postsecondary opportunities.

Job Training

N/A

Other

Other

Kendale Lakes 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 or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Kendale Lakes Elementary increases parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Administrator(s) who will ensure commitment and allocate resources;

Teacher(s) and Coaches who share the common goal of improving instruction for all students; and

Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as

warranted, such as:

School reading, math, science, and behavior specialists

Special education personnel

School guidance counselor

School psychologist

School social worker

Member of advisory group

3. MTSS Leadership/RtI team is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

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

The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

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

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to

enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership/RtI Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings; encourage and facilitate professional learning community (PLC).

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

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

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The MTSS Leadership/RtI Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

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

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

MTSS Implementation

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

Describe the plan to train staff on MTSS/RtI.

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management systems
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments (EDUSOFT reports)
- State/Local Math and Science assessments
- FCAT 2012
- Student grades
- School site specific assessments
- CELLA

Behavior

- Student Case Management System (SCM) referrals
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Monitor number of behavioral referrals
- Behavioral climate surveys completed
- Attendance and punctuality reviews (Attendance Review Committee meetings and/or administrative letters distributed)
- Referrals to complete specific behavioral intervention plans and/or special education programs as deemed appropriate

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;

2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and
3. providing a network of ongoing support for RTI organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS Leadership/RTI Team provides early, systematic assistance to children who are having difficulty learning. MTSS Leadership/RTI Team seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have academic difficulties. It involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of the data over time to make educational decisions. The RTI process has embedded systematic checkpoints to evaluate and analyze student progress with the intervention. During the checkpoints, a problem solving model is followed to further make decisions between tiers to realign and intensify the interventions or seek assistance from school psychologist for further guidance. In addition, the instructional teacher also monitors progress of child in interventions as well as with grade-level assignments in order to ensure decisions are based on the outcomes of the targeted interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ms. Martha T. Jaureguizar, Principal
Ms. Nancy Cabrera Nuñez, Assistant Principal
Ms. Kristine Sanchez, Reading Coach
Ms. Julia Noy, Science Coach & Professional Development Liaison
Ms. Maria Pareto, Writing Coach
Ms. Ivett Ceballos, Counselor
Mr. Alexander Buonocore, Primary Grade Pre-K-1 Instructional Representative
Ms. Kristi Atkison/EESAC Chairperson
Ms. Adam Livingstone, UTD Steward
Ms. Dayami Borges, Media Specialist/ Technology School Leader
Ms. Elena M. Alvarez, Behavioral Management Therapist/Special Education School Leader
Mr. Maurilio Pendas, ESOL Teacher/ELL Instructional Representative

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

The principal and leadership team collaborate to establish and communicate instructional goals for school success. The leadership team sets high expectations for teaching and learning, fostering an environment where needs are addressed to maximize both effective teaching practices as well as effective interventions. The leadership team effectively allocates and manages the school's resources – staff, time, funds, and materials – to address school priorities and students' needs. The leadership team continuously evaluates the quality of instruction and the effectiveness of the school programs in order to gauge progress towards the instructional goals.

School staff share leadership responsibilities and participate in decision making that advances the school's mission. The leadership team empowers staff and holds them accountable for results, quality of instruction and effective delivery of interventions. The leadership team gathers and analyzes data to design professional development for faculty as prescribed by both our intervention and enrichment needs.

The leadership team supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

The team identifies students in the lowest 25 percentile, students in the Adequate Yearly Progress subgroup(s), students scoring less than 84% in the FAIR in order to deliver research-based instructional programs and intervention to best support the lower achieving students.

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

The Leadership team sets standards and expectations for leadership and instruction. LLT provides researched-based effective instruction and intervention in support of state and district standards. The team will meet monthly throughout the school year to review available data and discuss formative, interim and summative assessment results to establish curriculum benchmarks and effective strategies to maximize student achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/26/2012)

*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.

At Kendale Lakes Elementary School, all incoming Kindergarten students are assessed before entering Kindergarten with a Kindergarten Readiness Instrument as well as the level of English proficiency is established in order to ascertain individual and group needs to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skill development and academic school readiness of incoming students. In addition, the FAIR assessment will be used to ascertain Print/Letter Knowledge, and Phonological Awareness/Processing and Oral Reading Comprehension. The results will provide valuable information regarding student development and the need for instruction/ intervention regarding Reading instruction.

Transition to Kindergarten meetings are conducted for students with disabilities to ensure the special needs of students are communicated and designated services are delineated for the next grade level.

Additionally, a Pre-Kindergarten Transition to Kindergarten meeting was held in April, 2012 for all parents with incoming kindergarteners. An orientation for incoming pre-kindergarten families is conducted in August, 2012 in order to facilitate transition from home to 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.

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 23% (80) of students achieved FCAT Level 3 – The Goal for 2013 school year is to maintain 23% (81) of students scoring at a Level 3 and demonstrating student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (80)	23% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application	1.1. Grade 3, should 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. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts Grade 4, should 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. The author's perspective should be recognizable in text. Students should	1.1. MTSS Leadership/RtI Team, Administration	1.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	1.1 Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Reading Assessment.

focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Grade 5, should 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. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

K-5th Grade:
Incorporate rich literature based instruction to promote scaffolding, modeling, cooperative learning, self-initiated reading and writing, and using different modes of reading and responding to literature.

Identify and appropriately place the targeted students in interventions.

Increase the implementation of Reading Plus and Success Maker; other technology-

		based programs from 20 minutes to 45 minutes, 3-4 times a week. Provide CRISS training.			
2					

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

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 Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 50% (175) of students achieved above proficiency FCAT Level 4 and 5. Our expected level of achievement for 2013 year is to maintain Level 4 and Level 5 student proficiency at 50% (176) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (175)	50% (176)

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
	2.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT 2.0 Reading test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction	2.1. Grade 3, teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he	2.1. MTSS Leadership/RtI Team, Administration	2.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly - monthly and make recommendations based	2.1. Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker, etc. Comparison of Baseline and Interim

say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.

Grade 5, Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.

Increase teacher's knowledge of content focus and item specification on Category 3 Reading Application (Main Idea/Author's

on needs assessment.

Bi-weekly - monthly classroom assessments and Interim Assessments monitoring student progress in the Reporting Category 3 Literary Analysis/Fiction/Nonfiction

Assessments item analysis.
Classroom Assessment
Summative results from 2013 FCAT 2.0 Reading Assessment

	<p>Purpose) through professional development.</p> <p>Incorporate rich literature based instruction to promote scaffolding, modeling, cooperative learning, self-initiated reading and writing, and using different modes of reading and responding to literature.</p> <p>Increase activities that involve thought process</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 group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:</p>	<p>Based on the results of the 2012 Florida Alternate Assessment in Reading 100% of students scored at or above Levels 7 in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>na</p>	<p>na</p>

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>Students have difficulty utilizing critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p>	<p>Improve comprehension, reading selections will be taught at a level that does not frustrate the student (high interest, low readability)</p> <p>Train teachers to effectively implement Access Points</p>	<p>Administration LLT</p>	<p>Following the FCIM model, the reading coach and SPED teachers will review assessment data monthly and adjust instruction as needed.</p>	<p>In-house assessments, Monthly assessments correlating to Access Points</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>3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 81%(190) of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 86%(202).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>81%(190)</p>	<p>86%(202)</p>

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 1 Vocabulary	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words by focusing on key vocabulary, word banks/vocabulary notebooks and using heritage language dictionaries. Increase use of Wordly Wise 3000 to supplement vocabulary instruction.	3.1. MTSS Leadership/ Rtl Team, Administration	3.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data bi-weekly and make recommendations based on needs assessment.	3.1. Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT2.0 Reading Assessment.

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

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. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 73%(42) in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 78%(45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(42)	78%(45)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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1

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	<p>.1. The area of deficiency as noted in the 2012 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary.</p>	<p>4.1. Grade 3, teaching reading strategies that help students determine meanings of words by using context clues. Instruction should allow students to build their general knowledge of words and word relationships. Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.</p> <p>Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p> <p>Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar, complex words. Students should use sentence and word context to determine meaning. Increase use of Wordly</p>	<p>4.1. MTSS Leadership/RtI Team, Administration</p>	<p>4.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>4.1. Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker.</p> <p>Comparison of Baseline and Interim Assessments item analysis.</p> <p>Classroom Assessment</p> <p>Summative results from 2013 FCAT 2.0 Reading Assessment.</p>

	Wise 3000 to supplement vocabulary instruction.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring Levels 1 and 2 by 50% over six years using the 2010-2011 as the baseline year. 5A : Decreased the percent of students scoring FCAT Level 1 and					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 73%(217) in the Hispanic subgroup made learning gains; However 60%(6) of students in the Black subgroup made progress but did not meet the expected level of satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making learning gains by 3 percentage points to 76% and increase students in the Black subgroup by 14 percentage points to 74% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 73%(217) Black 60%(6)	Hispanic: 76% Black 74%(7)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A.1. Hispanic and Black Subgroups: The area of deficiency as noted in the 2012 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary.	5A.1. Grade 3, teaching reading strategies that help students determine meanings of words by using context clues. Instruction should allow students to build their general knowledge of words and word relationships. Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Grade 4, during pre-reading activities educators should instruct	5A.1. MTSS Leadership/RtI Team, Administration	5A.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	5A.1. Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT Reading Assessment.

1		<p>students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p> <p>Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar, complex words. Students should use sentence and word context to determine meaning.</p> <p>Increase use of Wordly Wise 3000 to supplement vocabulary instruction.</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>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 62%(37) in the ELL subgroup made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL subgroup making learning gains by 9 percentage points to 71%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>62% (37)</p>	<p>71% (43)</p>

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
	<p>ELL: The area that showed minimal growth and would require the ELL subgroup of students to</p>	<p>Provide students with extensive practice with prefixes, suffixes, root words, synonyms and</p>	<p>Administrators, Reading Coach, MTSS/RTI team, and LLT</p>	<p>Following the FCIM model, the reading coach and teachers will review assessment data weekly</p>	<p>Formative Assessments: Baseline Assessment,</p>

1	improve as noted on the 2012 administration of the FCAT 2.0 Reading test was Vocabulary.	<p>antonyms in context.</p> <p>Explicitly teach strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning with context.</p> <p>Incorporate rich literature based instruction to promote scaffolding, modeling, cooperative learning, self-initiated reading and writing, and using different modes of reading and responding to literature.</p>	<p>and adjust instruction as needed.</p> <p>The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports</p> <p>Summative Assessment: 2013 FCAT 2.0 Reading Test</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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	<p>The results of the 2012 FCAT Reading Test indicate that 48%(33)in the SWD subgroup made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup making learning gains by 3 percentage points to 51%(35)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(33)	51%(35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.1.</p> <p>SWD: The area of deficiency for the SWD subgroup as noted in the 2012 administration of the FCAT Reading Test was Reporting Category Literary Analysis: Fiction & Nonfiction.</p>	<p>5C.1.</p> <p>Implement the use of Reading Plus, SuccessMaker and IReady computer assisted programs.</p> <p>Provide students with practice in making inferences and drawing conclusions within and across texts. In addition, compare/contrast elements, topics, settings, characters and problems.</p> <p>Implement Voyager Passport tutorial program during school in a small group setting 5 days a week.</p> <p>Provide necessary interventions as deemed appropriate by the Individual Educational Plans (IEP)</p>	<p>5C. 1.</p> <p>MTSS Leadership/RtI Team</p>	<p>5C. 1.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>5C. 1.</p> <p>Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker.</p> <p>Comparison of Baseline and Interim Assessments item analysis.</p> <p>Classroom Assessment</p> <p>Summative results from 2013 FCAT 2.0 Reading 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 72%(192) in the ED subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ED subgroup making learning gains by 1 percentage points to 73%(194).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(192)	73%(194)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E. 1. The area that showed minimal growth and would require students in the ED subgroup to improve as noted on the 2012 administration of the FCAT Reading test was Reporting Category 1: Reporting Category 2: Reading Application	5E. 1. Grade 3, should continue 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. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. Grade 4, should increase the use of grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in	5E. 1. MTSS Leadership/RtI Team,Administration	5E. 1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	5E. 1. Formative: FAIR, Computer Assisted Program (CAP) reports generated from Reading Plus, SuccessMaker. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Reading Assessment.

		<p>text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p> <p>Grade 5, should increase the use of grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p>		
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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
Integrating technology in Lesson Design	K-5	D. Borges & K.Kanchez	K-5	October 17, 2012	Observation and Lesson design	Administration
Reading Content Focus/Item Specification/2.0 Task Cards	3-5	K.Kanchez	Reading 3-5	September 12, 2012	Classroom Observation Assessment	Administration/ Reading Coach
Voyager Passport Reading	3-5	K.Kanchez	Reading 3-5	September 19, 2012	Classroom Observation Assessment	Administration/ Reading Coach

Reading Plus	2-5	D. Borges & K. Sanchez	Reading 2-5	September 18-20, 2012	Computer Logs Usage and Growth Reports	Administration/ Reading Coach
CORE Reading/ Writing	K-5	District Leaders M. Pareto & K. Kanchez	Reading K-5	September 19, 2012	Classroom Observation Assessment	Administration/ Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary	Words Their Way	Title 1	\$930.00
Vocabulary and Fluency	Pearson Plaid Phonics Books	Title 1	\$2,724.00
			Subtotal: \$3,654.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Vocabulary & Comprehension	Accelerated Reader	Title 1	\$3,442.00
			Subtotal: \$3,442.00
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: \$7,096.00

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.		Results of the 2012 CELLA indicate that 39% (94) are proficient in Listening/Speaking.			
CELLA Goal #1:		Our goal for 2013 is to increase the number of proficient students by 1 percentage point.			
2012 Current Percent of Students Proficient in listening/speaking:					
39% (94).					
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	Following a data analysis of the 2012 CELLA results, the students need to increase their score in the Listening/ Speaking category	Using the Language Experience Approach (LEA) teachers will have students produce language in response to first hand, multi sensorial experiences by using the 8-Step LEA approach in the classroom.	Administration ELL Coordinator LLT	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment	In-house assessments, reports generated from SuccessMaker and/or Reading Plus, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN). 2013 CELLA results
2					
3					

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:

Results of the 2012 CELLA indicate that 30%(72) are proficient in Reading

Our goal for 2013 is to increase the number of proficient students by 1 percentage point.

2012 Current Percent of Students Proficient in reading:

30%(72)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012 CELLA results, the students need to increase their score in the Reading category	Emphasizing key vocabulary along with providing sufficient review and reinforcement of current vocabulary. In addition, strategies such as checking for synonyms, antonyms, as well as other context clues for word meanings	Administration ELL Coordinator LLT	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment	In-house assessments, reports generated from SuccessMaker and/or Reading Plus, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN). 2013 CELLA results
2					

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Results of the 2012 CELLA indicate that 28% (67) are proficient in Writing.

Our goal for 2012-2013 is to increase the number of proficient students by 1 percentage point

2012 Current Percent of Students Proficient in writing:

28% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012 CELLA results, the students need to increase their score in the Writing category.	Writing prompts will be given on monthly basis. ELL strategies will be infused while teaching the Writing Process to students. Planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	Administration ELL Coordinator LLT	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RTI team will review data monthly and make recommendations based on needs assessment	In-house assessments, reports generated from SuccessMaker and/or Reading Plus, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) 2013 CELLA results.

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 28%(97) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 29 %(102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (97)	29% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students in grades 3 and 4 scored lowest in Reporting Category Number: Reporting Category 1 Operations, Problems and Statistics.	1.1. Grades 3 and 4, Integrate technology and utilize hands-on, discovery activities in their lesson designs. Utilize various Math e-resources to develop quick recall of addition, subtraction, multiplication and division facts. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Conduct grade-level speed-drill computation fact drills.	1.1. MTSS Leadership/RtI Team, Administration	1.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed three times per year upon completion by the EESAC and adjustments to strategies made as needed.	1.1. Formative: Computer Assisted Program (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Mathematics Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
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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:	The results of the 2012 FCAT Mathematics Assessment indicate that 41%(146) of students achieved above proficiency FCAT Level 4 and 5. Our expected level of achievement for 2012-2013 year is to increase Level 4 and Level 5 student proficiency by 1 percentage point to 42%(148).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(146)	42%(148)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT 2.0 Mathematics test was Reporting Category 2 Base Ten and Fractions.	2.1. Grade 4 and 5 Develop understanding of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence: represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	2.1. MTSS Leadership/RtI Team, Administration	2.1. Following the FCIM, describe the process used to be sure that the students are making expected progress. MTSS Leadership/RtI Team, Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. Weekly-monthly classroom assessments and Interim Assessments monitoring student progress in the Base Ten and Fractions cluster in order to adjust instruction as needed. Review CAP generated reports to monitor usage and progress.	2.1. Formative: Computer Assisted Program (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis Classroom Assessment Summative results from 2013 FCAT 2.0 Mathematics Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 100% of students scored at or above Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 2- Number: Fractions	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology Train Teachers in ACCESS POINTS	Administration SPED Chairperson	Following the FCIM, describe the process used to be sure that the students are making expected progress	In House Assessments GO MATH Access Points correlation Assessments
2					

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 78% (183) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 83%(195).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (183)	83%(195)

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
	3.1. The area of deficiency in Grades 3-5 as noted on the 2012 administration of FCAT 2.0 Mathematics was Reporting Category 3 Geometry and Measurement.	3.1. Grade 3 – Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of	3.1. MTSS Leadership/Rtl Team, Administration	3.1 Following the FCIM, describe the process used to be sure that the students are making expected progress. Weekly-monthly classroom assessments and Interim Assessments monitoring student progress in the Reporting Category Geometry and Assessments cluster in order to adjust	3.1. Formative: Computer Assisted Program (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis.

1		<p>time elapsed.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p> <p>Integrating technology and utilize hands-on, discovery activities in their lesson designs.</p>		<p>instruction as needed.</p> <p>MTSS Leadership/RTI Team, Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.</p> <p>Review CAP generated reports to monitor usage and progress.</p>	<p>Classroom Assessment</p> <p>Summative results from 2013 FCAT 2.0 Mathematics Assessment.</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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

The results of the 2012 FCAT 2.0 Mathematics Test indicate

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	that 71%(39)in the Lowest 25% subgroup made learning gains. Our goal for the 2012 -2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 76%(42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(39)	76%(42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category 1 Number Operations and Problems.	4.1 Grades 3 and 4 Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Utilize Go Math Strategic and Intensive (Tier I and II) Intervention Skills in small group setting. Integrate additional personnel to provide intervention through a push-in model. Integrate technology and utilize hands-on, discovery activities in their lesson designs. Utilize e-resources such as multiplication.com to develop quick recall of addition, subtraction , multiplication and division facts.	4.1. MTSS Leadership/RtI Team,Administration	4.1. Following the FCIM, describe the process used to be sure that the students are making expected progress. Ongoing classroom assessments and Interim Assessments monitoring student progress in the Number Operations and Problems cluster in order to adjust instruction as needed. MTSS Leadership/RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	4.1. Formative: Computer Assisted Program (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Mathematics Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring Levels land 2 by 50% over six years using the 2010-2011 as the baseline year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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

	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 70%(208)of students in the Hispanic subgroup made
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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Satisfactory Progress; However 73%(27)of students in the White subgroup made progress but did not meet the expected level of satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making Satisfactory Progress by 2 percentage points to 72% (214);and increase students in the White subgroup to make satisfactory progress by 4 percentage points to 77%(28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 70%(208) White 73%(27)	Hispanic: 72%(214) White 77%(28)

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	5A.1. Hispanic and White Subgroups: The lowest area noted in for the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category Number: Operations and Problems.	5A.1. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	5A.1. MTSS Leadership/RtI Team, Administration	5A.1. Following the FCIM, describe the process used to be sure that the students are making expected progress. Ongoing classroom assessments and Interim Assessments monitoring student progress in the Number: Operations and Problems cluster in order to adjust instruction as needed. MTSS Leadership/RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	5A.1. Formative: Computer Assisted Program (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Mathematics Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 61% (37)in the ELL subgroup made Satisfactory Progress. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL subgroup making Satisfactory Progress by 9 percentage points to 72% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (37)	72% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The lowest area noted in the Hispanic subgroup for	Provide contexts for mathematical exploration	MTSS Leadership/RtI	Review monthly snapshot assessments and district	Formative Assessments:

1	the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category Number: Operations and Problems.	and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	Team, Administration, Math leader	assessments to ensure that progress is being made and adjust instruction as needed. Conduct Data Chats to review data.	Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 45%(31) in the SWD subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup making learning gains by 4 percentage points to 49%(34).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(31)	49%(34)

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	5D.1. SWD: The area of deficiency in the SWD subgroup of the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category 1 Number: Operations, Problems and Statistics.	5D.1. Utilize Go Math Strategic and Intensive Intervention Skills in small group setting as deemed appropriate by Individual Educational Plan(IEP). Utilize e-resources daily for students in a small group setting as deemed appropriate by Individual Educational Plan (IEP). Increase utilization of the computer lab time for students to ensure the usage of Computer Assisted Programs (CAP), including FCAT Explorer, SuccessMaker , and Gizmos.	5D.1. MTSS Leadership/Rtl Team, SPED Chairperson	5D.1. Following the FCIM, describe the process used to be sure that the students are making expected progress. Ongoing classroom assessments and Interim Assessments monitoring student progress in the Number: Operations, Problems and Statistics cluster in order to adjust instruction as needed. MTSS Leadership/Rtl Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. Review CAP generated reports to monitor usage	5D.1. Formative: Computer Assisted Program (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Mathematics Assessment.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 66%(176)in the ED subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ED subgroup making learning gains by 4 percentage points to 70%(186) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(176)	70% (186)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 The area of deficiency in the ED subgroup of the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category 1 Number: Operations, Problems and Statistics. Appropriate and timely placement of students in intervention programs	5E.1. Utilize SuccessMaker for Tier III students daily in a small group setting. Increase utilization of the computer lab time for students to ensure the usage of Computer Assisted Program (CAP), including FCAT Explorer, SuccessMaker and Gizmos	5E.1. MTSS Leadership/RtI Team, Administration	5E.1. Following the FCIM, describe the process used to be sure that the students are making expected progress. Ongoing classroom assessments and Interim Assessments monitoring student progress in the Number: Operations, Problems and Statistics. cluster in order to adjust instruction as needed. MTSS Leadership/RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. Review CAP generated reports to monitor usage and progress	5E.1. Formative: Computer Assisted Programs (CAP) reports generated from SuccessMaker and/or other technology programs utilized. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Mathematics Assessment.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Successmaker	K-5	D. Borges & K. Sanchez	Mathematics K-5	October 24, 2012	CAP Usage and Growth Reports	Administration
Integrating Technology in Lesson Design	K-5	D. Borges & K. Sanchez	Mathematics K-5	October 3, 2012	Observation and Lesson design	Administration

Think Central	K-5	J.Noy	School-wide	November 14, 2012 Observation and Lesson design	Observation and Lesson design	Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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.		The results of the 2012 FCAT 2.0 Science Assessment indicate that 36%(44) of students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 38%(47).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
36%(44))		38%(47)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The lowest area noted in the 2012 administration of the FCAT 2.0 Science was	1.1. Provide classroom and after-school opportunities for students to design and	1.1. MTSS Leadership/RtI Team, Administration	1.1. Data from school-based assessments and District Interims will be analyzed	1.1. Formative: Computer Assisted Programs(CAP) reports

1	Reporting Category 3 Physical Science.	<p>develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to the Life and Environmental sciences.</p> <p>After each grading period, incorporate a mini-science camp to address through hands-on activities all major benchmarks from the grading period.</p> <p>Integrate science journal to document data analysis hands-on and discovery activities</p> <p>Increase the integration of technology and utilizing of hands-on and discovery activities in lesson designs.</p>		<p>monthly by administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.</p> <p>Weekly-bi-weekly classroom assessments and Interim Assessments monitoring student progress in the Life and Environmental Sciences cluster in order to adjust instruction as needed.</p> <p>MTSS Leadership/RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.</p> <p>Review evidence of the use of inquiry based learning activities and Science Lab sheets.</p>	<p>generated from Gizmos, BrainPop, Brain Pop Jr. activities and Science Lab sheets.</p> <p>Comparison of Baseline and Interim Assessments item analysis.</p> <p>Classroom Assessment</p> <p>Summative results from 2013 FCAT 2.0 Science Assessment</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 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.	The results of the 2012 FCAT 2.0 Science Assessment indicate that 34% (42) of students achieved above proficiency FCAT Level 4 and 5.

Science Goal #2a:	Our expected level of achievement for 2012-2013 school year is to increase Level 4 and Level 5 student proficiency by 1 percentage point to 35%(43)
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(42)	35%(43).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The lowest area noted in the 2012 administration of the FCAT2.0 Science was Reporting Category 2 Earth and Space Science.	2.1. Utilize enrichment instruction strategies at all levels of instruction. Examine and explore student misconceptions and provide opportunities for students to apply Earth and Space science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems. During delivery of instruction use multiple media (oral, graphic, written, technology) to reach a wide range of learning styl	2.1. MTSS Leadership/Rtl Team, Administration	2.1. Data from school-based assessments and District Interims will be analyzed monthly by administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate. Ongoing classroom assessments and Interim Assessments monitoring student progress in the Earth and Space Sciences cluster in order to adjust instruction as needed. Review evidence of the use of inquiry based learning activities and Science Lab sheets.	2.1. Formative: Computer Assisted Program (CAP) reports generated from Gizmos, Brain Pop, Brain Pop Jr. activities and Science Lab sheets. Comparison of Baseline and Interim Assessments item analysis. Classroom Assessment Summative results from 2013 FCAT 2.0 Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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
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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
Science	KG - 5th	G. Sandino	G. Sandino will share schoolwide	February 1, 2013	Grade Level Lab Sheets, Science Journals, utilization of Discovery Education Programs	Administration

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that 92%(105) of the students scored level 4.0 or higher Our goal for the 2012-2013 school year is to increase by 1 percentage point to 93% (106) of students scoring 3.5 or higher.

2012 Current Level of Performance:	2013 Expected Level of Performance:
92%(105)	93% (106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency on the 2012 administration of the Writing FCAT 2.0 were elaboration, supporting details and knowledge of conventions and varied sentence structures.	1.1. The students need more opportunities to revise and refine a writing draft for clarity and effectiveness. Have students use revising/editing charts, teacher conferencing, or peer editing by: <ul style="list-style-type: none"> • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • creating clarity by using combination sentence structures (e.g. simple vs. compound) to improve sentence fluency, • adding supporting details (Show Not Tell), • substituting active verbs for common verbs • revising specific words for general words, • circling spelling approximations to correct during editing, • using two or three lines of dialogue between characters, • using appropriate grabbers and endings, • deleting repetitive text, • responding to other writers and receiving feedback on writing using TAG (T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). Utilize various resources available via the Reading/Language Arts Department Website	1.1. MTSS Leadership/RtI Team, Administration	1.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust instructional focus	1.1. Formative District Baseline data and Monthly Writing prompts. Summaative: 2013 FCAT 2.0 Writing Test

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

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
Writing Rubric	Grade 4	M. Pareto & District Leaders	Grade 3/Grade 4	October 2, 2012	Lesson Plan, Classroom Observation, Writing Samples	Administration/Writing Liaison
Exemplar Writing Samples/Anchor Sets	Grade 4	M. Pareto & District Leaders	Grade 3/Grade 4	October 9, 2012	Lesson Plan, Classroom Observation, Writing Samples	Administration/Writing Liaison
Infusing grammar in Reading/Language Arts Lesson Design	Grade 4	M. Pareto & District Leaders	Grade 3/Grade 4	October 16, 2012	Lesson Plan, Classroom Observation, Writing Samples	Administration/Writing Liaison

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 97.04% (723) by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goals is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.54%(719)	97.04%(723)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
176	167
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
141	134

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Truancy marginally decreased from previous year; however, we did not reach our 2011-2012 goal of 96.99%.Historically illness generating excused absences increase from year to	1.1. Identify and refer students who may be developing a pattern of absences to the Truancy Child Study Team (TCST) for intervention services and counseling. Conduct Attendance Incentive Program three	1.1. Assistant Principal Counselor Social Worker Community Involvement Specialist	1.1. Daily updates and Attendance Bulletin and SCAMS generated to track absences.	1.1. Attendance Bulletin Tardiness Rosters Attendance Quarterly Report

	year.	times per year. Home visit conducted by school social worker			
2	Illnesses and family emergencies have negatively impacted our attendance.	1.2. Maintain a clean environment throughout the school. Teach and infuse hygiene education and prevention strategies.	1.2. Assistant Principal Counselor Social Worker Community Involvement Specialist	1.2. Custodial Logs and daily updates and Attendance Bulletin	1.2. Attendance Bulletin Tardiness Rosters Attendance Quarterly Report
3	1.3. Increase in tardiness is due to the change in school hours for the different grades Pre-k-1st and 2nd-5th.	1.3. Continue to inform parents of the new school hours for the primary and intermediate grades through Connect-Ed, flyers, monthly calendar, newsletter and open house.	1.3. Assistant Principal Counselor Social Worker Community Involvement Specialist	1.3. Daily updates and Attendance Bulletin	1.3. Attendance Bulletin Tardiness Rosters Attendance Quarterly Report
4	Lack of knowledge	Kid Care Liaison informs parents of resources and facilitates the application process.	Kid Care Liaison	Monthly Calendar Monthly Updates	Enrollment Facilitation Sign Up Log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5 & Attendance	Staff from Attendance Services and Counselor	All Teachers, counselor and attendance clerk	September 10, 2012	Assistant Principal will monitor the implementation of the program by teachers and staff.	Assistant Principal will monitor the implementation of the program by teachers and staff.
PD by the Alliance for a Healthier Generation	Physical Education	PE Teacher	K-5 Staff	October 15, 2012	Create a wellness council to monitor implementation of policy and systems recommended by The Alliance for Healthier Generation	Administration and wellness council

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0 days	0 days
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0 students	0 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2 days	2 days
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1 days	1 days

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The total number of outdoor suspensions has decreased from 8 total suspensions in 2010-2011 to 2 total suspensions in 2011-2012. This is a decrease of 6 total suspensions.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance through the use of the Elementary DO THE RIGHT THING (DTRT) Recognition program.	1.1. Administration Behavioral Management Teacher Emotional Behavior Disorder Clinician Counselor	1.1. Monitor the monthly DTRT and Student of the Month report by grade level and monitor COGNOS and SCAMS report on student indoor/outdoor suspension rates.	1.1. COGNOS report on student indoor/outdoor suspension rates. Monitor number of student SCAMS

1	Maintain the indoor suspension rate at 0 for the 2012-2013 school year.	Implement Student of the Month to students exhibiting appropriate behavior(s) throughout the school day.		
	Students in the Emotional/Behavioral Disabilities Program continue to affect suspension rate.	Implement a Happy/Sad Feeling Box where students recognize students and staff exhibiting appropriate behavior and share recognitions via morning announcements.		
		Administration and guidance counselor schedule Opening of Schools Assemblies with each grade level to review Code of Student Conduct and TIGERS expectations.		

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
The Student Code of Conduct	Grades K-5	Administration & Counselor	School-wide	August 31-September 2, 201	Monthly Report Student of the Month Do The Right Thing	Administration Counselor

Suspension Budget:

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

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:		PIP			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
PIP			PIP		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent communication of various school activities and events to increase parent participation.	Parent Calendars, Flyers, Surveys Training Opportunities, Student/Parent Nights etc	Title 1	\$2,000.00
			Subtotal: \$2,000.00

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: \$2,000.00

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:		To infuse hands-on, experiential, inquiry-based and learner-centered student experiences and activities, including science, math and engineering design utilizing technology processes on a periodic basis. At Kendale Lakes Elementary School, the following STEM program currently in place: Science Fair in all grade levels			
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 advanced technology and/or computer stations and computer drops to provide needed technology resources in every classroom.	Provide hands-on elementary inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences. Provide SmartBoard and Mimio training for teachers.	Administrators	Weekly – bi-weekly Science Labs and Journal Entries, Computer Logs and utilization of Discovery Education Programs	Computer generated reports Student Projects PD Log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	K-5	M. Jaureguizar	School-wide	September 26, 2012	Lesson Plans and Student Activities	Administration
Sally Ride Science	K-5	M. Jaureguizar	School-wide	November 6, 2012	Science Journals and Labs	Administration
STEM Conference	K-5	M. Jaureguizar	School-wide	December 8, 2012	Parent and Staff Informational Meetings	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Technology	Description of Resources Software/Connections for SMARTBOARD	EESAC	\$2,200.00
Technology	Expand utilization of SmartBoards, Mimios, Now! Boards, and LCD Projectors	Title 1	\$27,000.00
			Subtotal: \$29,200.00
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: \$29,200.00

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	Vocabulary	Words Their Way	Title 1	\$930.00
Reading	Vocabulary and Fluency	Pearson Plaid Phonics Books	Title 1	\$2,724.00
Parent Involvement	Increase parent communication of various school activities and events to increase parent participation.	Parent Calendars, Flyers, Surveys Training Opportunities, Student/Parent Nights etc	Title 1	\$2,000.00
STEM	Technology	Description of Resources Software/Connections for SMARTBOARD	EESAC	\$2,200.00
STEM	Technology	Expand utilization of SmartBoards, Mimios, Now!Boards, and LCD Projectors	Title 1	\$27,000.00
				Subtotal: \$34,854.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve Vocabulary & Comprehension	Accelerated Reader	Title 1	\$3,442.00
				Subtotal: \$3,442.00
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: \$38,296.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

Projected use of SAC Funds	Amount
Continue technology improvements throughout the school. Utilize funds for student recognition, supplies, and incentives.	\$2,200.00

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

Monitor the implementation of the School Improvement Plan. Conduct meetings to ensure that all stakeholders are involved in important decisions made regarding the students, school, and community.

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 KENDALE LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	89%	91%	79%	351	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	69%	72%			141	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?	74% (YES)	66% (YES)			140	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					632	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District KENDALE LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	84%	97%	70%	342	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	79%	57%			136	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?	65% (YES)	50% (YES)			115	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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested