

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GREENGLADE ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Maria V. Tercilla

SAC Chair: Celina Carpintero

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Maria V. Tercilla	B.A. English Education M.S. in Computer Education ed. D in Educational Leadership Certification in gifted Education	4	10	'12 '11 '10 '09 School Grades B A A A High Standards Rdg. 64 80 77 76 High Standards Math 59 77 78 79 Learning Gains – Rdg 80 64 73 70 Learning Gains – Math 49 53 56 65 Gains Rdg- 25% 75 63 74 66 Gains Math – 25% 38 56 53 60
Assis Principal	Lianne Batlle-Baez	Specialist in Educational Leadership, Masters Degree in Early Childhood Ed and Administration, Bachelor in Elem. Ed Certification in Montessori ESOL Endorsement, PreK and Elem Ed Certification	1	6	'12 '11 '10 '09 School Grades B C C High Standards Rdg. 64 34 33 High Standards Math 59 64 67 Learning Gains – Rdg 80 50 51 Learning Gains – Math 49 70 78 Gains Rdg- 25% 75 59 55 Gains Math – 25% 38 66 79

INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Assign a mentor to the new teacher	Principal and AP	April 2013	
2	2. 1. Quarterly meeting with new teacher to discuss progress of students and career aspirations Principal April 2012	Principal AP	April 2013	
3	3. New teachers attend grade level chair meetings with Principal.	Principal	April 2013	
4	4. File kept by Principal's secretary of new resumes and letters of reference.	Principal's Secretary	ongoing	

Non-Highly Effective Instructors

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

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

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

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
34	0.0%(0)	17.6%(6)	41.2%(14)	41.2%(14)	44.1%(15)	100.0%(34)	2.9%(1)	0.0%(0)	64.7%(22)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Greenglade Elementary School uses its Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and counseling. In conjunction with a school-wide service learning Character-Ed project, topics such as bullying are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention sessions to include internet safety.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Greenglade Elementary School promotes Career Pathways and Programs of Study such as Principal for the Day and Career Day activities where students gain a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Greenglade Elementary School will involve parents and extend an open invitation to our school's Parent Resource Center in order to provide information regarding available programs, their rights under NCLB, and other referral services.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
(Principal)- Ensures that the school-based MTSS/RtI Team is meeting; oversees the data from school-wide, district, and state assessments, provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support RtI Implementation.

(Assistant Principal)- Assist the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction. Guide teachers on the use of the District's K-12 Reading Plan; facilitate and support data collection; assist with data analysis; review data with teachers; train and support teachers on obtaining data from the subtests of the Florida Assessments for Instruction in Reading (FAIR); follow-up with teachers on using data in their classrooms to differentiate reading instruction; model strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students. Provide training and support for individuals who will be responsible for working with students using interventions; and identify students to be added/removed from intervention groups as new data is made available.

(Psychologist)- Assist with data collection and analysis; prepare and present data reports to the MTSS/RtI team; provide the Team with any other pertinent information on students who have been referred to Student Services. Aid in identifying student to be added/removed from intervention groups as new data becomes available.

(Math Curriculum Support)- Serves as link to the District and share any new information on the implementation of the MTSS/RtI model with the Team; assist in data collection and analysis; prepare and present reports to the MTSS/RtI team; aid in identifying students to be added/removed from intervention groups as new data is made available. Follow-up with teachers on using data to drive their classroom instruction.

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

The MTSS/RtI Team will meet weekly on a day when all members are available. The Team will review all new data which has become accessible since the previous meeting, e.g. District Baselines, District Interims, FAIR, and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/departments.

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

The MTSS/RtI Leadership Team meets with the Educational Excellence School Advisory Committee (EESAC) and principal to help develop the School Improvement Plan.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of supporting needed strategies to ensure student academic success.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - *adjust the delivery of curriculum and instruction to meet the specific needs of students
 - *adjust the implementation 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

- Florida Comprehensive Assessment Test -FCAT
- Florida Assessments for Instruction in Reading - FAIR
- Math and Science Assessments
- School site specific assessments
- Student Grades
- Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative content
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. Training for all administrators in the MTSS/RtI problem solving, 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 MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Conduct quarterly data analysis, progress monitoring and identify and develop interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

The Greenglade Literacy Leadership Team will create capacity for reading knowledge within the school building and focus on areas of literacy concern across the school. The Principal, reading teachers, content area teachers and other Principal appointees will serve on this team. The meetings will take place every last Monday of the month beginning in August. The following are the team members: Dr. Tercilla-Principal, Mrs. Batlle-Baez – Assist. Principal, Mrs. Carpintero – EESAC Chair, Mrs. Katz – Kinder, Mrs. Cabello – 1st grade teacher, Mrs. Hernandez – 2nd grade teacher, Mrs. Cordova-Reyes- 3rd grade

teacher, Mrs. Morales – 4th grade teacher, Mrs. Marchetti – 5th grade teacher, Mrs. Vila – Bilingual, Mrs. Somano- Special Areas, Mrs. Fajardo - SWD

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

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

The Principal selects the teams members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents higher qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. The Principal will cultivate the vision for increased school wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The team will discuss and analyze data, adjust curriculum to drive instruction, and provide strategies for differentiated instruction. In addition, the team will monitor intervention strategies and identify trends for improvement.

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

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

The LLT will provide motivation and promote a spirit of collaboration within the faculty to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, and providing professional development. In addition, conferences will be conducted with teachers individually to analyze their students' data and determine strengths and weaknesses. Data will come from previous year's outcome, measure on-going progress monitoring and program assessments.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

Vertical planning is scheduled on a regular basis between the Pre-K teachers and the Kindergarten teachers in order to facilitate this transition. In addition, students participate in several Kindergarten activities throughout the school year. Parents are invited to an orientation meeting and parent workshops in preparation for Kindergarten transition.

*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:	Our Goal for the 2012-2013 school year is to remain at student proficiency percentage points 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (70)	29% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application.	Use of Instructional Focus Calendars that address areas for improvement; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting Instructional Focus Calendars as needed.	Formative FAIR, Baseline and Mid-Year Assessments Weekly teacher assessments Computer assisted reports from SuccessMaker Summative FCAT 2.0 2013 Reading Assessment
2	The anticipated barrier is the area of Vocabulary. We will increase multiple meaning words and context clues instruction.				

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
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1	N/A			
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal for the 2012-2013 school year is to remain student proficiency percentage points 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (86)	35% (86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application.	Use of Instructional Focus Calendars that address areas for improvement; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats; infusion of Cambridge Curriculum in reading/English.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting Instructional Focus Calendars as needed.	Formative FAIR, Baseline and Mid-Year Assessments Weekly teacher assessments Computer assisted reports from Successmaker Cambridge Progression Tests Cambridge Primary Checkpoint Summative FCAT 2.0 2013 Reading Assessment
2	The anticipated barrier is the area of Comprehension- we will focus on informational text.				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 3 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (131)	85% (139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was text structure and limited CCSS knowledge in Reading Application.	Utilize grade-level appropriate texts that include identifying author's purpose for writing that includes: informing, telling a story, conveying a particular mood, entertaining and or explaining.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills and adjusting instruction as needed.	Formative: Ongoing assessments and District Interims. Summative: FCAT 2.0 2013 Reading Assessment
2					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in reading. Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (32)	80% (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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains increase by 12% percentage points. The lack of available personnel to implement intervention program may hinder success The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application.	Implement the use of SuccessMaker 30 minutes daily, and schedule Voyager Passport tutoring sessions.	Literacy Leadership Team, Assistant Principal	Review SuccessMaker reports to ensure students are making adequate progress; Use Voyager Passport assessment to monitor progress.	Formative: SuccessMaker reports Summative: FCAT 2.0 2013 Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our Goal for the 2012-2013 school year is to increase the performance of white students in reading from 43% to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	61%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application.	Use of Instructional Focus Calendars that address areas for improvement; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting Instructional Focus Calendars as needed.	Formative FAIR, Baseline and Mid-Year Assessments Weekly teacher assessments Computer assisted reports from SuccessMaker Summative FCAT 2.0 2013 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our Goal for the 2012-2013 school year is to increase performance in reading of the ELL students from 42% to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application.	Use of Instructional Focus Calendars that address areas for improvement; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting Instructional Focus Calendars as needed.	Formative FAIR, Baseline and Mid-Year Assessments Weekly teacher assessments Computer assisted reports from SuccessMaker Summative FCAT 2.0 2013 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our Goal for the 2012-2013 school year is to increase student performance in reading from 9% to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%	28%

Problem-Solving Process to Increase Student Achievement

	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application.	Use of Instructional Focus Calendars that address areas for improvement; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting Instructional Focus Calendars as needed.	Formative FAIR, Baseline and Mid-Year Assessments Weekly teacher assessments Computer assisted reports from SuccessMaker Summative FCAT 2.0 2013 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our Goal for the 2012-2013 school year is to increase student performance in reading from 61% to 65%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reading Application.	Use of Instructional Focus Calendars that address areas for improvement; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting Instructional Focus Calendars as needed.	Formative FAIR, Baseline and Mid-Year Assessments Weekly teacher assessments Computer assisted reports from SuccessMaker Summative FCAT 2.0 2013 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cambridge Primary Program	K-5	PD Liason and Cambridge Teacher Coordinator	All teachers in grades K-5		Grade Level mtg with Principal monthly	Principal and Assistant Principal

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA Listening and Speaking Assessment indicate that 60% of students achieved proficiency. Our goal for the 2012-2013 school year, is to increase the proficiency level by 4%.			
2012 Current Percent of Students Proficient in listening/speaking:					
60% (82)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was in KG where only 39% were proficient in listening /speaking.	Implement the use of SuccessMaker 30 minutes, daily; use teacher-led groups, modeling, brainstorming and cooperative learning groups, role-play and think aloud.	Literacy Leadership Team, Administration	Review SuccessMaker reports to ensure students are making adequate progress.	Formative: SuccessMaker reports Summative: CELLA 2013 Listening and Speaking Assessment

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Assessment in Reading indicate that 30% of students achieved proficiency. Our goal for the 2012-2013 school year, is to increase the proficiency level by 10%.
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2012 Current Percent of Students Proficient in reading:

28% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was in KG and 3rd where only 11% were proficient in reading	Implement the use of SuccessMaker 30 minutes, daily; use picture walk, KWL, cooperative learning, read aloud, visualization, retelling, story maps, and context clues.	Literacy Leadership Team, Administration	Review SuccessMaker reports to ensure students are making adequate progress.	Formative: SuccessMaker reports Summative: CELLA 2013 Reading Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment in Writing indicate that 33% of students achieved proficiency. Our goal for the 2012-2013 school year, is to increase the proficiency level by 8 %
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2012 Current Percent of Students Proficient in writing:

41% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was in 3rd grade where only 21% were proficient in writing.	Implement the use of SuccessMaker 30 minutes, daily; use of journals, illustrating and labeling, letter writing, summarizing and writing prompts.	Literacy Leadership Team, Administration	Review SuccessMaker reports to ensure students are making adequate progress.	Formative: SuccessMaker reports Summative: CELLA 2013 Writing Assessment

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (62)	32% (78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3 through 5 scored lowest in the category of Number: Base Ten and Fractions due to a lack of knowledge of multiplication facts.	Provide students with the opportunity to practice the processes in the NGSSS through the use of manipulatives school wide for Number Base ten and Fractions. Conduct vertical planning to reinforce mathematics concepts throughout the grade levels.	Leadership Team, and Administration.	Review Success Maker reports to ensure students are making progress	Success Maker reports. Summative: FCAT 2.0 2013.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for 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	
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Level 4 in mathematics. Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase the number of students achieving at or above proficiency 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (80)	36% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed substantial levels of proficiency and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Math Test was Geometry and Measurement due to a lack of manipulative.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting use of manipulatives and engaging opportunities for practice.	Leadership Team, and Administration.	Monthly meetings with administration to monitor student progress.	On-going assessment District Interims, weekly benchmarks Summative: FCAT 2.0 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the number of students making learning gains to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (81)	59% (97)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The percent of students making learning gains decreased as noted on the 2012 administration of the FCAT Math Test in Geometry and Measurement. Technology was limited to provide students with successful intervention.	Develop a school-wide SuccessMaker schedule and monitor its usage on a weekly basis.	Leadership Team, and Administration.	Review SuccessMaker reports to ensure students are making adequate progress.	Formative: SuccessMaker reports Interims Summative : FCAT 2013

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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 mathematics. Mathematics Goal #4:	Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation to increase the number of students in the lowest 25% making learning gains by ten percent from 38% to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (16)	48% (21)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 FCAT 2.0 Math	In addition to the school-wide schedule, implement the use of SuccessMaker	Leadership Team, and Administration	Review Success Maker reports to ensure students are making	Formative: Success Maker reports

1	Test, the number of students in the lowest 25% making learning gains decreased 12% percentage points in Geometry and Measurement. Technology was limited to provide students with successful intervention.	30 minutes 3 to 5 times per week.	adequate progress.	Interims Summative : FCAT 2.0 2013
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	71	74	77	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to increase performance for white students from 36% to 66%; and for Hispanic students 61% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36% Hispanic 61%	White: 36% Hispanic: 68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3 through 5 scored lowest in the category of Number: Base Ten and Fractions due to a lack of knowledge of multiplication facts.	Use of Instructional Focus Calendars that address areas for improvement in Number Base Ten and Fractions; utilization of grade-level Common Core State Standards; literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.	Leadership Team, and Administration.	Review Success Maker reports to ensure students are making progress	Success Maker reports. Summative: FCAT 2.0 2013.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase student performance in mathematics for ELL students from 61% to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61%	73%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (ELL) in grades 3 through 5 scored lowest in the category of Number: Base Ten and Fractions due to a lack of knowledge of multiplication facts.	Provide students with the opportunity to practice the processes in the NGSSS through the use of manipulatives school wide for Number Base Ten and Fractions Conduct vertical planning to reinforce mathematics concepts throughout the grade levels.	Leadership Team, and Administration.	Review Success Maker reports to ensure students are making progress	Success Maker reports. Summative: FCAT 2.0 2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal for 2012-2013 is to increase the (SWD) student performance for SWD in mathematics from 22% to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%	39%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (SWD) in grades 3 through 5 scored lowest in the category of Number: Base Ten and Fractions due to a lack of knowledge of multiplication facts.	Provide students with the opportunity to practice the processes in the NGSSS through the use of manipulatives school wide for Number Base Ten and Fractions. Conduct vertical planning to reinforce mathematics concepts throughout the grade levels.	Leadership Team, and Administration.	Review Success Maker reports to ensure students are making progress	Success Maker reports. Summative: FCAT 2.0 2013

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal for 2012-2013 is to increase the (ED) student performance for ED in mathematics from 56% to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	66%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (ED) in grades 3 through 5 scored lowest in the category of Number: Base Ten and Fractions due to a lack of knowledge of multiplication facts.	Provide students with the opportunity to practice the processes in the NGSSS through the use of manipulatives school wide for Number Base Ten and Fractions Conduct vertical planning to reinforce mathematics concepts throughout the grade levels.	Leadership Team, and Administration.	Review Success Maker reports to ensure students are making progress	Success Maker reports. Summative: FCAT 2.0 2013

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
CCSS Mathematics	K-5 (Math)	PD Liaison	School-wide		Weekly Benchmarks	Leadership team and Administration

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. Science Goal #1a:	Our goal for the 2012-2013 school year is to increase the percent of students achieving proficiency by percentage points from 25% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (22)	30% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 science test was Big Idea: Earth and Space Sciences. Insufficient time allotted for use of labs. Students need additional exposure to instructional strategies and activities that are link to increase rigor through inquiry-based learning in Earth Space science.	Provide students with strategies to increase learning of Earth and Space Science concepts through the implementation of hands-on scientific investigations and daily science journaling. Develop a school-wide schedule (Gizmos) to use as reinforcement in order to support hands-on activities to model and explain laboratory experiments incorporating the 5E model.	MTSS/RTI, Leadership Team, Administration.	Monthly meeting with grade level and administration to monitor student progress.	Formative: On-going assessments Laboratory assessments/Journaling District Interims Summative :FCAT 2013

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal for the 2012-2013 school year is to increase the number of students achieving at or above proficiency from 10% to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (9)	12% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed substantial levels of proficiency and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT science test was Earth and Space Sciences	Provide students with strategies to increase learning of Earth and Space Science concepts. Engage students in real-world science experiences by designing and developing science projects. Utilize hands-on activities to model, explain and label diagrams in relation to Earth and Space science.	MTSS/RTI Leadership Team, Administration.	Monthly meeting with grade level and administration to monitor student progress.	On-going assessments Laboratory assessments/Journaling District Interims, required labs Summative FCAT 2.0 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
P-Sell Grant	5	Science Liaison	All 5th grade Teachers		Grade level meeting with Principal monthly.	Principal and Assistant Principal

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:	Our goal for the 2012-2013 school year is to increase the number of students scoring at 3.0 and above by 1 percentage point from 86% to 87 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (71)	87% (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	The 2012 FCAT Writing test demonstrates that students 86% scored Level 3 or below. Increase the number of students scoring Level 3 or below on the 2013 FCAT Writing Test by 1%.	Follow the District Writing Pacing guide. Provide an in-house Writing Tutoring Academy. Increase student vocabulary use through activities such as Word of the Day, Worldly Wise workbooks, and CRISS Strategies. Increase use of voice in student writing by utilizing creative writing activities, such as Writer's Theater	Literacy Leadership Team, and Administration	Monthly meeting with grade level and administration to monitor student progress.	Weekly writing assessments, District Baseline and Interim Writing Tests, Summative FCAT Writing Test 2013

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

Vocabulary Writing strategies	K-5th	PD Liaison	All classroom teachers	Tuesdays bi monthly through PLC 9/18/2012- 5/15/ 2013	Monthly grade level meetings with Principal	Principal and Assistant Principal
Writing 2.0	2nd -5th	PD Liaison	Classroom teachers (2-5)	Tuesdays bi monthly through PLC 9/18/2012- 5/15/ 2013	Monthly grade level meetings with Principal	Principal and Assistant Principal

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 school attendance goal for 2011-2012 school year is to increase the rate of attendance from 95.32 % to 95.82%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.32(484)	95.82 (487)
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)

101	101				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency noted in the attendance reports indicate an increase. However, the high mobility rate has to be closely monitored because it affects student attendance.	Implement school's attendance intervention plan and closely monitor truancy through the attendance . Strategies include parent phone calls for excessive absences and tardies and follow up with social worker through home visitation.	Attendance Committee, and counselor	Monthly monitoring of attendance reports.	Monthly reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention	K-5	AP	All Teachers	Sept. 18, 2012 – May 15, 2013	Quarterly attendance committee meeting	Counselor

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

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 school suspension goal for 2012-2013 school year is to decrease or maintain the rate of suspension by less than 2%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
2		2			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
2		2			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
7		6			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
7		6			
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 areas of deficiency are the maintenance of suspension rate. Insufficient implementation/ training of Character Education Program.	1.1. Implement the Functional Assessment Behavior (FAB) and Behavior Intervention Plan (BIP) as alternatives to suspension	1.1. Assistant Principal and Counselor	1.1. Monitoring of suspension rate report	1.1. Monthly report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAB and BIP	K-5	AP	All teachers	Monthly 9/18/2012-5/15/2013	Monitor FAB and BIP	Assistant Principal and Classroom teachers
Discipline Plan	K-5	AP	All Teachers	Monthly 9/18/12-5/15/13	Monitor Discipline Plan	Assistant Principal and Classroom Teachers

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for this year is to increase parental involvement in school activities by 3%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
52%	55%
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barriers is that lack of understanding of school involvement.	Provide quarterly parent workshops on the importance of school involvement as it relates to student achievement.	Administration	Monitoring of logs	Sign in sheets of quarterly meetings and school activities.

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
Importance of school activities	K-5	PTSA board members	School-wide	9/18/2012, 11/20/2012, 2/12/2013	Log of sign in sheets	PTSA board members and Administration

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Our STEM goal for the 2012-2013 school year is to increase the knowledge in each of the four science strands by 10% as determined by the interim
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assessments.

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	A limited number of students participated in the Fairchild Challenge and Science fair.	School wide participation in Fairchild Challenge, Science Fair, And SWAT (Science with a twist) night	Administration	Monitor progress through activity logs.	Log of participation for Science Fair Projects 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
Gizmos	5th	PD Liasion	5th grade teachers	10/24/11; 11/6/11	Gizmos reports	AP

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC will provide guidance, review and approve the School Improvement Plan. In addition, the SAC will work with the Principal and the teachers to provide increased technology in the classroom through purchase of smart boards.	\$6,000.00

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

The SAC will provide guidance, review and approve the School Improvement Plan. In addition, the SAC will work with the Principal and the teachers to provide increased technology in the classroom through purchase of smart boards to enhance literacy instruction that includes increase use of poetry, drama, myths and diverse digital media formats.

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 GREENGLADE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	77%	88%	53%	298	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	64%	53%			117	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?	63% (YES)	56% (YES)			119	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					534	
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 GREENGLADE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	78%	83%	50%	288	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	73%	56%			129	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)	53% (YES)			127	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					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested