FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALM SPRINGS NORTH ELEMENTARY SCHOOL

District Name: Dade

Principal: Maribel Dotres

SAC Chair: Naomi Valle

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maribel Dotres	MS in Technology Ed., BS in Elementary Ed.; Professional Educator's: Primary Ed. K-3, ESOL Endorsement, Leadership K-12	2	10	Year '12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 67 73 71 72 66 High Standards Math 75 79 70 75 72 Lrng Gains-Rdg 80 79 73 72 70 Lrng Gains-Math 64 65 64 71 60 Gains-Rdg-25% 81 76 58 64 73 Gains-Math-25% 50 68 67 71 71 Amelia Earhart Elementary Principal 2010-2011 Amelia Earhart Elementary Assistant Principal 2005-2010
Assis Principal	Eduardo A. Molliner (Community Education)	Degrees: MS in School Leadership BS in Social Studies Ed. Certifications: Social Studies 5-9 Leadership K-	3	7	Year '12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 67 81 83 86 63 High Standards Math 75 91 87 87 54 Lrng Gains-Rdg 80 63 74 77 70 Lrng Gains-Math 64 62 54 78 69 Lrng Gains-Math 81 62 68 75 72 Gains-Math-25% 50 64 57 71 69 Sunny Isles Beach K-8 Center Assistant Principal for Community Education 2008-

		12`			2009 Country Club Middle School Assistant Principal 2007-2008
Assis Principal	Dr. Christina Ravelo	Degrees: EdD in Instructional Leadership MS in Instructional Applications in Ed. BS in Elementary Ed. Certifications: Primary Ed. K-3 ESOL Endorsement Leadership K-12	7	2	Year '12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 67 81 83 83 81 High Standards Math 75 91 87 87 80 Lrng Gains-Rdg 80 63 74 72 67 Lrng Gains-Math 64 63 54 63 68 Gains-Rdg-25% 81 62 68 70 63 Gains-Math-25% 50 64 57 68 70
Assis Principal	Jason Allen	Degrees: BS in Psychology MS in Psychology MS in Social Studies MS in Curriculum and Instruction EDS in Leadership	1	1	Year '12 '11 '10 '09 '08 School Grade A A A B B High Standards Rdg. 90 68 70 37 42 High Standards Math 100 91 80 73 76 Lrng Gains-Rdg 80 66 70 51 54 Lrng Gains-Math 102 87 78 78 84 Gains-Rdg-25% 80 62 56 57 48 Gains-Math-25% 100 80 70 79 82

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. Community-based services available to faculty and staff	Community School Assistant Principal for Community Education	On-going	
2	2. Enrichment activities to enhance and retain high quality staff	Assistant Principal	On-going	
3	3. District Job Fairs	Principal	May 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

	Provide the teacher with a buddy teacher who is in the leadership role, such as department chairperson.
(1% [1])	

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
71	8.5%(6)	2.8%(2)	52.1%(37)	36.6%(26)	31.0%(22)	80.3%(57)	1.4%(1)	5.6%(4)	80.3%(57)

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
Tiffany Gomez	Damaris Garcia	Grade-Level Chairperson; experienced teacher who yields high level of student achievement.	Collaborative Planning, Modeling, Professional Development in Common Core Standards.
Yessennia Diaz-Prieto	Julet Lopez	Grade-Level Chairperson; experienced teacher who yields high level of student achievement.	Collaborative Planning, Modeling, Professional Development in Common Core Standards.
Joanna Ramirez	Kristy Palmer	Grade-Level Chairperson; experienced teacher who yields high level of student achievement.	Collaborative Planning, Modeling, Professional Development in Common Core Standards.
Eva Cohen	Katherine Stofan	Grade-Level Chairperson; experienced teacher who yields high level of student achievement.	Collaborative Planning, Modeling, Professional Development in Common Core Standards.
Yessennia Diaz-Prieto	Daphne Guasp	Grade-Level Chairperson; experienced teacher who yields high level of student achievement.	Collaborative Planning, Modeling, Professional Development in Common Core Standards.
Joanna Ramirez	Zuzel Fuentes	Grade-Level Chairperson; experienced teacher who yields high level of student achievement.	Collaborative Planning, Modeling, Professional Development in Common Core Standards.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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 - PSN is not a Title I funded school this year.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) is an extension of the PSN Leadership Team, strategically integrated in order to support the Administration, Reading/Language Arts Department Chairperson, Mathematics/Science Department Chairperson, and each grade-level chairperson through a process of problem-solving as issues and concerns arise through an on-going, 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. The process of building the foundation and incorporating RtI into the culture of the school is anticipated to be a three-year development.

1. MTSS/RtI is vital. Therefore, we have considered the following in building the PSN Team:
• The Principal and Assistant Principals will ensure commitment and allocate resources;
• Leadership Team and teachers who share the common goal of improving instruction for all students; and
• Department Chairpersons, Grade Level Chairpersons, and other team members who will work to build staff support, internal capacity, and sustainability over time.

2. PSN's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Mathematics/Science Department Chairperson, and behavior specialists
• Reading/Language Arts Department Chairperson
• Grade Level Chairpersons
• Special Education personnel
• School Professional Development Liaison
• School Guidance Counselor
• School Psychologist
• School Social Worker
• Educational Excellence School Advisory Council (EESAC) Chairperson
• Community stakeholders

3. MTSS/RtI is a general education initiative in which support and resources at PSN 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 designated for all.
The Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) is an extension of the PSN Leadership Team, strategically integrated in order to support the Administration, Reading/Language Arts Department Chairperson, Mathematics/Science Department Chairperson, and each Grade Level Chairperson through a process of problem-solving as issues and concerns arise through an on-going, 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. The process of building the foundation and incorporating RtI into the culture of the school is anticipated to be a three-year development.

4. MTSS/RtI is vital. Therefore, we have considered the following in building the PSN Team:
• The Principal and Assistant Principals will ensure commitment and allocate resources;
• Reading Chairperson and teachers who share the common goal of improving instruction for all students; and
• Department Chairpersons, Grade Level Chairpersons, and other team members who will work to build staff support, internal capacity, and sustainability over time.

5. PSN's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Reading/Language Arts Chairperson, Mathematics/Science Department Chairperson, and behavior specialists
• Grade Level Chairpersons
• Special Education personnel
• School Professional Development Liaison
• School Guidance Counselor
• School Psychologist
• School Social Worker
• Educational Excellence School Advisory Council (EESAC) Chairperson
• Community stakeholders

6. MTSS/RtI is a general education initiative in which support and resources at PSN 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 designated for all
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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS/RtI Leadership Team will adhere to the following steps to address the use of the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

1. Monitor academic and behavior data evaluating progress by ensuring the following:
• Curriculum based on state standards
• Common assessments
• RtI problem solving process and monitoring progress of interventions
• Enrichment opportunities for high achieving students

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

3. Hold regular team meetings.

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

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

6. Provide clear indicators of student needs 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 Annual Measurable Objectives.

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

The role of the PSN Leadership Team will consist of the following four steps in the development and implementation of the SIP:

1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. Monitor the fidelity of the delivery of instruction and intervention.

3. Provide levels of support and interventions to students, based on data.

4. Review data for consideration of the end of year Tier 1 problem solving.

MTSS Implementation

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

The following describes the data management system PSN will use to summarize tiered data. PSN utilizes the Edusoft data management system to:
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 delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
2. Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, On-going Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Interim Assessments
• State/Local Mathematics and Science Assessments
• FCAT 2.0

- Student Grades
- School Site Specific Assessments

3. Behavior
- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day, per month
- Team Climate Surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The District professional development and support will include the following:

1. Train all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.

2. Provide support for school staff to understand basic RtI principles and procedures.

3. Provide a network of on-going support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

PSN's plan to support MTSS/RtI will include:
1. Training for the Leadership Team and grade-level teachers on the MTSS/RtI problem solving and data analysis process.
2. Providing a systematic process for teachers to receive support MTSS/RtI on an on-going basis through grade-level meetings.
3. Providing common planning time for teachers to collaborate on MTSS/RtI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The purpose of the PSN Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Principal selects team members for the LLT based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The PSN school-based LLT consists of Ms. Emma Gonzalez (Reading/Language Arts Chairperson), Ms. Magaly Marcos (Mathematics/Science Chairperson), Ms. Odalys Perez (Media Specialist), Ms. Leticia Rodriguez (School Counselor), Dr. Christina Ravelo (Assistant Principal), Mr. Jason Allen (Assistant Principal), Ms. Maribel Dotres (Principal), and the Chairperson of each grade-level.

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

The PSN school-based Literacy Leadership Team (LLT) functions as a support team for the teachers and meets regularly (at least once a month) to analyze assessment results, discuss student progress, and plan the implementation effective strategies for ensuring fidelity to the instructional programs. Some of the responsibilities include modeling lessons and best practices for teachers, assisting teachers with the implementation of the District's and state's program, coaching teachers to effectively use differentiated instruction, analyzing results from the FCAT 2.0, FAIR, and the District's Interim Assessments. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities and by providing the necessary resources to the LLT. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

The Reading/Language Arts Chairperson will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Chairperson will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 Comprehensive Research Based Reading Plans (CRRP). The Reading Chairperson will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with

teachers and administrators; and providing professional development.

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team in the following steps:
• holding meetings at convenient times;
• providing adequate notice of meetings;
• providing time/coverage (if needed) to attend meetings;
• providing Master Plan Points (MPP) and team building activities for members' commitment and participation;
• offering professional growth opportunities such as educational retreats

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

This year's major initiatives for the PSN LLT will be continuing to provide teachers with support in the analysis of assessment results to drive instruction, assisting teachers with the Common Core Standards by developing higher order questioning techniques, providing support for differentiating instruction in Reading/Language Arts and Mathematics, and ensuring the use of hands-on activities in Mathematics and Science.

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.

N/A

*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 2012 FCAT 2.0 Reading Test results indicate that 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (131)	27% (136)

	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, was Reporting Category 1 Reading Application.	Provide grade-level appropriate text for students to focus on identifying the author's purpose in a passage and/or story and the mood of the story.	Administration and Leadership Team	Following the FCIM Model the Reading Chairperson and teachers will review assessment data bi-weekly and adjust instruction as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R and Teacher – made test Summative Assessment 2013 FCAT 2.0 Reading 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 Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The 2012 FCAT 2.0 Reading Test results indicate that 40% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to maintain or increase the high levels of student proficiency by 0 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (200)	40% (201)

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 with the higher performing students is Reporting Category 3 – Literary Analysis. Students require continuous opportunities to discuss books read and develop critical thinking skills.	Students will be guided to use poetry to practice identifying descriptive language that defines moods and provides imagery. Students will use Reading Plus on a weekly basis in order to enrich reading skills.	Administration and Leadership Team	Following the FCIM model the Reading Chairperson and teachers will review assessments and Reading Plus reports on a quarterly basis and adjust instruction as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R. and Teacher– made test Summative Assessment 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The 2012 FCAT 2.0 Reading Test results indicate that 80% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains in Reading by 5 percentage points to 85%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	80% (237)	85% (252)

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, was Reporting Category2 - Reading Application.	In addition to Accelerated Reader, students will use the instructional strategies of FCAT Explorer and RiverDeep on a weekly basis in order to reinforce and enrich reading skills.	Administration and Leadership Team	Following the FCIM Model the Reading Chairperson and teachers will review Accelerated Reader, FCAT Explorer, and RiverDeep reports on a quarterly basis and adjust instruction as needed. In addition, the Leadership Team will meet on a quarterly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R. and Teacher – made test

Summative Assessment 2013 FCAT 2.0 Reading Test |
| 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	N/A	N/A	N/A	N/A

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:	The 2012 FCAT 2.0 Reading Test results indicate that 81% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains in the lowest 25% by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (65)	86% (69)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading, was Reporting Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been a challenge.	Students identified as being in the lowest 25% will be placed in Voyager Interventions on a daily basis for 30 minutes.	Administration and Leadership Team	Following FCIM Model the Reading Chairperson and teachers will review Checkpoints Assessments data bi-weekly and adjust instruction as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R., Teacher – made test and Checkpoints Summative Assessment 2013 FCAT 2.0 Reading Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	The goal of AMO is to reduce the percent of non-proficient by 50% over the next six years (2010-2011 to 2016-2017). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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 2012 FCAT 2.0 Reading Test results indicate that 67% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by (2) percentage points to 69%. The 2012 FCAT 2.0 Reading Test results indicate that 83% of students in the White subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the White subgroup by (2) percentage points to 85%. The 2012 FCAT 2.0 Reading Test results indicate that 56% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Black subgroup by (3) percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 83% (25) Black: 56% (15) Hispanic: 67% (295)	White: 85% (26) Black: 59% (15) Hispanic: 69% (304)

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	Hispanic: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 1 - Reading Application. White: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 1 - Reading Application Black: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 1 - Reading Application.	Hispanic: Provide differentiated instruction, pull-out interventions, and after-school tutoring that target Reading Application: understanding the text, finding the main idea, and the purpose/mood of the author in a passage. White: Provide differentiated instruction, and pull-out interventions, that target Reading Application: understanding the text, finding the main idea, and the purpose/mood of the author in a passage. Black : Provide differentiated instruction, and pull-out interventions, that target Reading Application: understanding the text, finding the main idea, and the purpose/mood of the author in a passage.	Administration and Leadership Team	Following the FCIM model, the Reading Chairperson and teachers will review assessment data quarterly and adjust instruction, as needed. In addition, the Leadership Team will meet on a quarterly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R and Teacher– made test Summative Assessment 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The 2012 FCAT 2.0 Reading Test results indicate that 49% of the students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by (2) percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (37)	51% (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	The area of deficiency among students in the ELL subgroup, as noted on the 2012 administration of the FCAT 2.0 Reading, was Reporting Category 1 - Vocabulary.	Employ additional researched-based interventions with assistive technology programs to differentiate instruction using Success Maker to promote acquisition of vocabulary and comprehension skills.	Administration and Leadership Team	Following the FCIM Model, the ELL Chairperson and teachers will review SuccessMaker reports on a monthly basis and adjust instruction, as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R., Teacher– made test and Success Maker reports Summative Assessment 2013 FCAT 2.0 Reading Test
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The 2012 FCAT 2.0 Reading Test results indicate that 29% of the students in the subgroup of SWD did not make satisfactory progress in Reading. Our goal for the 2012- 2013 school year is to increase student proficiency in the SWD subgroup by (9) percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (15)	38% (19)

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 among students in the SWD subgroup, as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 2 - Reading Application.	Employ additional researched-based interventions through with assistive technology programs to differentiate instruction using Success Maker to promote acquisition of vocabulary and comprehension skills.	Administration and Leadership Team	Following the FCIM Model, the SPED Chairperson and teachers will review SuccessMaker reports on a monthly basis and adjust instruction as needed. In addition, the Leadership team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: Reading Interim, F.A.I.R , Teacher– made test and Success Maker reports. Summative Assessment 2013 FCAT 2.0 Reading Test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The 2012 FCAT 2.0 Reading Test results indicate that 63% of the students in the subgroup of Economically Disadvantage did not make satisfactory progress in Reading. Our goal for the 2012- 2013 school year is to increase student proficiency in the Economically Disadvantage subgroup by (1) percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (226)	64% (229)

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 among students in the Economically Disadvantage subgroup, as noted on the 2012 administration of the FCAT 2.0 Reading, was Reporting Category - 1 Reading Application.	Students will be assigned weekly computer time to reinforce reading skills using Reading Plus and FCAT Explorer.	Administration and Leadership Team	Following the FCIM Model, Administration and teachers will review Reading Plus and FCAT Explorer reports on a monthly basis and adjust instruction, as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for	Formative Assessment: Reading Interim, F.A.I.R. and Teacher – made test Summative Assessment 2013 FCAT 2.0 Reading Test

					teachers.	
2						

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	Reading Chairperson and Administrator	Teachers K-5	August 20, 2012-June 7, 2013 (Early Release days) Monthly Basis	Coach-teacher conferences, Grade level planning sessions, Classroom observations, Lesson plans	Administration
Differentiated Instruction in Reading	K-5	Reading Chairperson and Administrator	K-5 Reading Teachers	November 6, 2012 and February 1, 2013	Coach-teacher conferences, Grade level planning sessions, Classroom observations, Lesson plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplement instruction in K-5 grades to ensure reading readiness	Accelerated Reader	EESAC, 02 Account, PTA	$3,700.00
		Subtotal: $3,700.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Smart Boards to enhance the usage of technology in the classroom.	SmartBoards	Community School, 02 Account, PTA	$5,600.00
		Subtotal: $5,600.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
		Grand Total: $9,300.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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 2012 CELLA results indicate that 54% of the English Language Learners (ELL) achieved proficiency in the Listening/Speaking section. Our goal for the 2012-2013 school year is to increase student proficiency in the Listening/Speaking section of the CELLA by (1) percentage point.

2012 Current Percent of Students Proficient in listening/speaking:

54% (110)

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	English Language Learners often have difficulty formulating verbal responses to questions.	Provide weekly opportunities for students to practice listening and speaking activities utilizing listening centers such as SuccessMaker.	Administration and Leadership Team	Administration and ELL Chairperson will monitor monthly usage of SuccessMaker reports and adjust instruction, as needed.	Formative Assessment: Reading Interim, F.A.I.R., Teacher – made test, and Success Maker Reports Summative Assessment 2013 CELLA Reading

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 2012 CELLA results indicate that 43% of the English Language Learners (ELL) achieved proficiency in the Reading section. Our goal for the 2012-2013 school year is to increase Reading proficiency on the CELLA by (1) percentage point.

2012 Current Percent of Students Proficient in reading:

43% (87)

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	English Language Learners often have difficulties with vocabulary and fluency which challenge their reading comprehension skills.	Provide students with QAR Questions in order to promote reading comprehension.	Administration	Following the FCIM Model, Administration will conduct walk-throughs in order to ensure implementation of QAR Questioning skills.	. Formative Assessment: Reading Interim, F.A.I.R and Teacher – made test, Summative Assessment 2013 CELLA Reading

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 2012 CELLA results indicate that 41% of the English Language Learners (ELL) achieved proficiency in the Writing section. Our goal for the 2012-2013 school year is to increase proficiency in Writing by (1) percentage point.

2012 Current Percent of Students Proficient in writing:

41% (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	Limited use of daily writing practice (e.g. Journals) and proper usage of conventions affect their writing skills.	Provide students with the opportunity to create Dialogue Journals and Graphic Organizers in order improve their Writing skills.	Administration	Following the FCIM Model, Administration and teachers will review Lesson Plans, Student Work Folders and Journals on a monthly basis to ensure student progress in Writing Skills.	Formative Assessment: Reading Interim, F.A.I.R and Teacher – made test and Journals Summative Assessment 2013 CELLA Writing

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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 2012 FCAT 2.0 Mathematics Test results indicate that 30% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (149)	35% (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
1	For 3rd Grade, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Number Sense: Fractions, with students scoring an average of 70%. Students require greater exposure to Number Sense: Fractions through the use of Computer Assisted Programs (CAP). For 4th and 5th Grades, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement, with students scoring an average of 67% and 64%, respectively. Students require greater exposure to Geometry and Measurement through the use of Computer Assisted Programs (CAP).	For 3rd Grade, develop a weekly computer lab schedule to increase the infusion of technology in the Mathematics instruction, targeting Number Sense: Fractions and ensuring the use of CAP, such as Think Central. For 4th and 5th Grades, develop a weekly computer lab schedule to increase the infusion of technology in the Mathematics instruction, targeting Geometry and Measurement, and ensuring the use of CAP, such as Think Central (4th and 5th Grades) and FCAT Explorer (5th Grade).	Administration and Leadership Team	Following FCIM Model, the Mathematics Chairperson and teachers will review corresponding Think Central and FCAT Explorer assessment data on a monthly basis and adjust instruction as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

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:	On the 2012 F.A.A. Math Test there was (1) student that achieved Level 5 proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency to Level 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Level 5		Level 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	The area of greatest deficiency, as noted on the 2012 administration of the FAA is Math Concepts. The student has a difficult time regrouping and subtracting 2 digit numbers.	Provide student with repetition for learning long term Math Concepts such as rote counting, fact fluency and tools for measurement.	Administration	Following the FCIM Model, the SPED Chairperson and teachers will review assessment data on a bi-weekly basis in order to ensure the student is mastering the skill.	Formative Assessment: Classroom Assessment

Summative Assessment: 2013 Florida Alternative Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

Mathematics Goal #2a: | The 2012 FCAT 2.0 Mathematics Test results indicate that 43% of students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2012-2013 school year is to maintain or increase the percent of students above proficiency by 2 percentage points to 45%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 43% (216) | 45% (226) |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional opportunities that use critical thinking and problem solving.

For 3rd Grade, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Number Sense: Fractions, with students scoring an average of 70%. Students require greater exposure to Number Sense: Fractions through the use of Computer Assisted Programs (CAP).

For 4th and 5th Grades, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and | Provide students with additional opportunities to develop inquiry and exploration activities using the extended and enrichment activities to increase critical thinking and problem solving skills.

For 3rd Grade, develop a weekly computer lab schedule to increase the infusion of technology in the Mathematics instruction, targeting Number Sense: Fractions, and ensuring the use of CAP, such as Think Central.

For 4th and 5th Grades, develop a weekly computer lab schedule to increase the infusion of technology in the Mathematics instruction, targeting Geometry and Measurement, and | Administration and Leadership Team | Following FCIM Model, the Mathematics Chairperson and teachers will review corresponding Think Central and FCAT Explorer assessment data on a monthly basis and adjust instruction as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers. | Formative Assessment: CAP Reports and Interim Assessments

Summative Assessments: 2013 FCAT 2.0 Mathematics |

Measurement, with students scoring an average of 67% and 64%, respectively. Students require greater exposure Geometry and Measurement through the use of Computer Assisted Programs (CAP).	ensuring the use of CAP, such as Think Central (4th and 5th Grades) and FCAT Explorer (5th Grade).			

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
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The 2012 FCAT 2.0 Mathematics Test results indicate that 64% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains in reading by 5 percentage points to 69%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
64% (189)	69% (204)

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
	Individualized instruction to target individual student deficiencies continues to be a challenge in Mathematics instruction. For 3rd Grade, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting	Administer Pre-Post Test for Grades 1-5 to evaluate student strengths and opportunities for improvement and differentiate instruction to target students' individual areas of weakness using the Houghton Mifflin Harcourt Florida Intensive Intervention Guide,	Administration and Leadership Team	Following the FCIM Model, the Mathematics Chairperson and teachers will review intervention data on a monthly basis and adjust instruction as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

| 1 | Category of Number Sense: Fractions, with students scoring an average of 70%. Students require greater exposure to Number Sense: Fractions through the use of Computer Assisted Programs (CAP).

For 4th and 5th Grades, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement, with students scoring an average of 67% and 64%, respectively. Students require greater exposure to Geometry and Measurement through the use of Computer Assisted Programs (CAP). | Buckle Down, and Measuring-Up in the teacher-led groups. | | | |

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The 2012 FCAT 2.0 Mathematics Test results indicate that 50% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains in the lowest 25% by 10 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (37)	60% (44)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Individualized instruction to target individual student deficiencies continues to be a challenge in Mathematics instruction. For 3rd Grade, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Number Sense: Fractions, with students scoring an average of 70%. Students require greater exposure to Number Sense: Fractions through the use of Computer Assisted Programs (CAP). For 4th and 5th Grades, the area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement, with students scoring an average of 67% and 64%, respectively. Students require greater exposure to Geometry and Measurement through the use of Computer Assisted Programs (CAP).	Implement the pull-out intervention groups using the Go Math On-line Florida Intervention Program and SuccessMaker.	Administration and Leadership Team	Following the FCIM Model, the Mathematics Chairperson and teachers will review assessment data monthly basis and adjust instruction. Provide differentiated instruction in Mathematics and Interventions that focus on Number Sense: Fractions (for 3rd Grade) and Geometry and Measurement (for 4th and 5th Grades), using the Go Math On-line Florida Intervention program, as needed. In addition, the Leadership Team will meet on a monthly basis to analyze the data and plan appropriate professional development sessions for teachers.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Our AMO Mathematics Goal for the next five years is to decrease the percent non- proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80%	82%	84%	85%	87%	

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 2012 FCAT 2.0 Mathematics Test results indicate that 90% of the students in the subgroup of White achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the White Subgroup by (1) percentage points to 91%.
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	The 2012 FCAT 2.0 Mathematics Test results indicate that 56% of the students in the subgroup of Black achieved proficiency. Our goal for the 2012-2013 school year is to

Mathematics Goal #5B:	increase student proficiency in the Black Subgroup by (6) percentage points to 62%. The 2012 FCAT 2.0 Mathematics test results indicate that 75% of the students in the subgroup of Hispanic achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by (7) percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 90% (27) Black: 56% (15) Hispanic: 75% (331)	White: 91% (27) Black: 62% (16) Hispanic: 82% (362)

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	Hispanic: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement. White: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0. Mathematics, was the Reporting Category of Geometry and Measurement. Black: The area of deficiency, as noted on the 2012 administration of the FCAT 2.0. Mathematics, was the Reporting Category of Geometry and Measurement.	Provide differentiated instruction and interventions in Mathematics that focus on Geometry and Measurement using the Go Math On-line Florida Intervention Program.	Administration	Following the FCIM Model, the Mathematics Chairperson will monitor intervention and Interim assessments on a monthly and quarterly basis to ensure student progress and adjust instruction as needed in order to increase student mastery of the concepts.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

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 2012 FCAT 2.0 Mathematics Test results indicate that 67% of the students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by (4) percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (51)	71% (54)

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 area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement.	Provide differentiated instruction in Mathematics and interventions that focus on Geometry and Measurement using the Go Math On-line Florida Intervention Program.	Administration	Following the FCIM Model, the Mathematics Chairperson will monitor intervention and Interim assessments on a monthly and quarterly basis to ensure student progress and adjust instruction as needed in order to increase student mastery of the concepts.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

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 2012 FCAT 2.0 Mathematics Test results indicate that 40% of the students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the SWD subgroup by (13) percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (20)	53% (27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of greatest deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement.	Provide differentiated instruction in Mathematics and the use of Think Central.	Administration	Following the FCIM Model, the Mathematics Chairperson will monitor intervention and student summaries and Interim assessments on a monthly and quarterly basis to ensure student progress and adjust instruction as needed in order to increase student mastery of the concepts.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

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 2012 FCAT 2.0 Mathematics Test results indicate that 72% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantage subgroup by (7) percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (258)	79% (283)

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

			Monitoring	Strategy	
1	The area of deficiency among students in the Economically Disadvantage subgroup, as noted on the 2012 administration of the FCAT 2.0 Mathematics, was the Reporting Category of Geometry and Measurement.	Students will be assigned weekly computer time to reinforce Mathematics skills using Think Central and SuccessMaker Mathematics.	Administration	Following the FCIM Model, the Mathematics Chairperson will monitor intervention, SuccessMaker and Think Central reports, and Interim assessments on a monthly and quarterly basis to ensure student progress and adjust instruction as needed in order to increase student mastery of the concepts.	Formative Assessment: CAP Reports and Interim Assessments Summative Assessments: 2013 FCAT 2.0 Mathematics

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
Differentiated Instruction in Mathematics	K-5	Mathematics Chairperson	K-5 Teachers	October 26, 2012	Classroom Observations , Lesson Plans, Mathematics and small group schedule	Administration
Effective use of the Mathematics Pacing Guides	K-5	MathematicsChairperson	K-5 Teachers	On-going September 17, 2012	Classroom Observation and Lesson Plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use the Houghton Mifflin Harcourt Florida Intensive Intervention Guide, Buckle Down Mathematics, and Measuring-Up Mathematics in the teacher-led groups.	Measuring Up Mathematics, Buckle Down Mathematics	EESAC, 02 Account	$2,000.00
		Subtotal: $2,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
		Grand Total: $2,000.00	

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The 2012 FCAT 2.0 Science Test results indicate that 44% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percent of students achieving Level 3 proficiency in Science by 3 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (66)	47% (70)

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, was Earth and Space. Students require additional exposure to rigor through inquiry-based learning in Earth and Space Science.	Incorporate lab write-ups that develop and promote students' scientific thinking and implement inquiry-based activities that require students to explain experimental design in Earth and Space Science using Science Journals.	Administration and Leadership Team	Following the FCIM Model, the Science Chairperson will review Science Journals and Interim Assessments data to monitor and ensure student progress on a monthly basis	Formative Assessments: Interim Assessments and Teacher–Made Test Summative Assessments: 2013 FCAT 2.0 Science

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
1	N/A	N/A	N/A	N/A	N/A

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

	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The 2012 FCAT 2.0 Science Test results indicate that 19% of students achieved above proficiency (FCAT 2.0 Levels 4 and 5). Our goal for the 2012-2013 school year is to increase the percent of students achieving above proficiency in Science by 1 percentage point to 20%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	19% (28)	20% (30)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with analyzing, explaining, and interpreting data that require critical thinking	Provide students with opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on science activities and classroom discussions reinforcing higher order thinking skills and use Science journals to document concepts learned and practiced.	Administration and Leadership Team	Following the FCIM Model the Science Chairperson Review Science Journals and Interim Assessments data to monitor and ensure student progress on a monthly basis.	Formative Assessments: Interim Assessments and Teacher–Made Test Summative Assessments: 2013 FCAT 2.0 Science

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
1	N/A	N/A	N/A	N/A	N/A

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 Scientific Method at Work in the Classroom	K-5	Science Chairperson	K-5 Science Teachers	November 6, 2012 and February 1, 2013	Lesson plans, Student Science Logs, Quarterly Class Experiment Logs	Administration
Using Science Journals as a Learning Strategy	K-5	Science Chairperson	K-5 Science Teachers	November 6, 2012 and February 1, 2013	Science Journals	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate lab write-ups that require students to use the scientific method with every hands-on experiment during the science instructional block	AIMS Resources	EESAC, 02 Account	$1,000.00
Create hands-on science lab	Materials for science lab	EESAC, 02 Account	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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 2012 FCAT 2.0 Writing Test results indicate that 83% of students achieved proficiency (scores of 3.0 or higher). Our goal for the 2012-2013 school year is to increase the percent of students achieving proficiency in Writing by 1 percentage point to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (134)	84% (137)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require helpful strategies for organization, providing supporting ideas, and writing conventions.	Initiate instruction with teacher modeling of effective writing practices followed by students drafting and revising their paper to add supporting ideas and fix conventions using Anchor Papers	Administration and Leadership Team	Following the FCIM Model the Administration Team and Reading Chairperson will examine monthly writing prompts as well as the writing pre-test, mid-year and post-test to measure student progress	Formative Assessments: Monthly Prompts and District Writing Test Summative Assessments: 2013 FCAT 2.0 Writing

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:	Student was in third grade last year. On the 2013 FAA Administration our goal is for the student to achieve proficiency in Writing.
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	Student requires helpful strategies for writing a complete sentence and organizing ideas	Provide student with ample opportunities to practice/repeat when learning writing concepts.	Administration	Following the FCIM Model, the Administration Team and Reading Chairperson will examine monthly writing prompts as well as the writing pre-test, mid-year and post-test to measure student.	Formative Assessment: Journals and writing samples Summative Assessment : 2013 FAA Writing

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 Standards & Conventions	K-5	Reading Chairperson	Writing Teachers, Gr.3-5	November 6, 2012, and February 1, 2013	Results from writing pretest, monthly writing prompts, and post-test.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives to students with perfect attendance and no tardiness at the end of each grading period.	Incentives for students	PTA	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Educate students on staying healthy/wellness	Send Counselor to the Professional Development offered by the Alliance for a Healthier Generation	Substitute Account	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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:	The school attendance for 2011-2012 was 96.39%. Our goal for the 2012-2013 school year is to increase attendance by 0.5 percentage points to 96.89%. Our second goal is to decrease the number of students with excessive absences by (12 or more). Our third goal is to decrease the number of students with excessive tardiness by (10 or more.)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.39% (983)	96.89% (988)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
232	220
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
199	189

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 number of students absent due to illnesses impacted school attendance. The number of students with excessive tardies impacted overall school attendance.	Provide incentives to students with perfect attendance and no tardiness at the end of each grading period	Administration and Attendance Committee	Administrators and Attendance committee will monitor quarterly Attendance/Truancy reports to reduce absences and tardiness.	Attendance Rosters

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
School representatives will attend professional development sessions offered by the Alliance for a Healthier Generation.	K-5 Wellness	Staff from Alliance for a Healthier Generation	Counselor and Teachers	September 26, 2012 October 26, 2012 January 18, 2013	The school will create a wellness council committee in order to monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation, the American Heart Association and the Clinton Foundation.	Administration and the Wellness Council

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $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:	The total number of out- of school suspensions for 2011-2012 was 2. Our goal is to maintain or decrease the number of suspensions by 50%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	2

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require interpersonal skills needed to manage their anger.	Students will be provided with incentives for improved behavior.	Administration	The Guidance Counselor will review the Student Case Management (SCM) Referral, Attendance Bulletins on a monthly basis to help reduce the amount of suspensions.	Cognos reports with overall school suspension rate for 2012-2013

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	K-5	Guidance Counselor	All teachers	November 6, 2012, February 1st, 2013	Recognize students (Do the Right Thing Program)	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for improved behavior	Incentives for improved behavior	Special Purpose Account	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to increase parental involvement in Parent Workshops offered at the school by (1) percentage point.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
13% (131)	14 % (141)
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Parental participation in workshops offered at the school has been stagnant for the past two years. This may be due to parents' working hours.	Offer meetings after school and at times convenient to parents to facilitate their involvement in the workshops.	Administration	The Administration team will review attendance rosters on a quarterly basis in order to determine parent participation.	Attendance Rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Reading, Writing, Mathematics and Science strategies for parents and caregivers to assist their children at home.	K-5	Mathematics/Science and Reading Chairpersons	Parents of Grades K-5 students	September 27, 2012, November 15, 2012, January 31, 2013, and April 4, 2013	Results from student assessments, sign-in sheets	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Offer Parent Meetings after school and at times convenient to parents in order to facilitate their attendance	Parent Center, Flyers, Informational Packets, Ink Cartridges	Community School Funds	$1,000.00
Effective Reading, Writing, Mathematics and Science strategies for parents and caregivers to assist	School/District PD workshops for parents	Community School Funds	$500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

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:	The Gifted Program is emphasizing on Mathematics/Science in order to promote standards that are being taught with Rigor through the implementation of a School Wide Science Fair. Currently there are 53 students enrolled in the gifted program.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional opportunities that use critical thinking and problem solving, as it relates to STEM.	Provide students with an opportunity to participate in a Science Fair and Thematic Science Experiments in order to enrich their Science knowledge. In addition, a Science Fair Parent Night is hosted to inform and promote parent participation.	Administration	The Mathematics/Science Chairperson will analyze data on a monthly basis in order to ensure students are being exposed and understanding the concepts presented to them.	Formative Assessments: Interim Assessments and Mid Chapter Reviews Science Projects Summative Assessments: 2013 FCAT 2.0 Mathematics and Science

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective use of internet websites to assist the integration of technology with Mathematics and Science instruction	K-5	Mathematics& Science Chairperson	Grades K-5 Mathematics and Science Teachers	September 12, 2012- January 30, 2013	Computer Lab Schedule, CAP Reports	Administration

STEM Budget:

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

| | | | Subtotal: $0.00 |

Technology

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplement instruction in K-5 grades to ensure reading readiness	Accelerated Reader	EESAC, 02 Account, PTA	$3,700.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Use the Houghton Mifflin Harcourt Florida Intensive Intervention Guide, Buckle Down Mathematics, and Measuring-Up Mathematics in the teacher-led groups.	Measuring Up Mathematics, Buckle Down Mathematics	EESAC, 02 Account	$2,000.00
Science	Incorporate lab write-ups that require students to use the scientific method with every hands-on experiment during the science instructional block	AIMS Resources	EESAC, 02 Account	$1,000.00
Science	Create hands-on science lab	Materials for science lab	EESAC, 02 Account	$1,000.00
Writing	Provide incentives to students with perfect attendance and no tardiness at the end of each grading period.	Incentives for students	PTA	$500.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	Provide incentives for improved behavior	Incentives for improved behavior	Special Purpose Account	$200.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $8,400.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of Smart Boards to enhance the usage of technology in the classroom.	SmartBoards	Community School, 02 Account, PTA	$5,600.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $5,600.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	Educate students on staying healthy/wellness	Send Counselor to the Professional Development offered by the Alliance for a Healthier Generation	Substitute Account	$500.00
Attendance	N/A	N/A	N/A	$0.00

Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	Offer Parent Meetings after school and at times convenient to parents in order to facilitate their attendance	Parent Center, Flyers, Informational Packets, Ink Cartridges	Community School Funds	$1,000.00
Parent Involvement	Effective Reading, Writing, Mathematics and Science strategies for parents and caregivers to assist	School/District PD workshops for parents	Community School Funds	$500.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $2,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $0.00
				Grand Total: $16,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʃɳ Priority	ʃɳ Focus	ʃɳ Prevent	ʃɳ NA

Are you a reward school: ʃɳ Yes ʃɳ No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC monies will be utilized to purchase Accelerated Reader as a supplement in order to assist students with their Reading comprehension using; SAC, 02 Account and P.T.A. funds.	$3,700.00
SAC monies will be utilized to purchase Buckle Down Mathematics and Measuring –Up in order to reinforce math concepts using ; SAC and 02 Account funds.	$2,000.00
SAC monies will be utilized in order to enhance the use of technology with the implementation of SMART BOARDS using; Community School , 02 Account and P.T.A funds.	$5,600.00

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

The Educational Excellence School Advisory Council (EESAC) activities for the 2012-2013 school year will consist of the following:
• Assist in the preparations of the SIP by reviewing it as a committee and adjusting school goals.
• Meet monthly to discuss the progress and evaluate the implementation of the School Improvement Plan, thus is the sole body responsible for final decision-making at the school regarding its implementation.
• Reviews potential resources for instruction based on student needs as reflected in the 2012-2013 FCAT 2.0, Pre-tests, and District Interims.
Review potential resources and monies in order to purchase supplemental materials that will aid in student achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District PALM SPRINGS NORTH ELEMENTARY SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	91%	86%	69%	327	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	63%	62%			125	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?	54% (YES)	64% (YES)			118	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					570	
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 PALM SPRINGS NORTH ELEMENTARY SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	87%	94%	59%	323	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	74%	54%			128	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?	68% (YES)	57% (YES)			125	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested