FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: AUBURNDALE ELEMENTARY SCHOOL

District Name: Dade

Principal: Ana Gutierrez

SAC Chair: Emily Beech

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/26/2012

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	Ana M. Gutierrez	Degrees: Bachelor of Science in Elementary Education, Master of Science in Mathematics Education. Certifications: Elementary Education, Educational Leadership, Gifted Endorsement		7	School Years '12 '11 '10 '09 '07 School Grade B A F A A AYP N N N N AMO X High Standards Rdg 55 93 15 75 78 High Standards Math 57 93 43 71 78 Lrng Gains Rdg 68 77 38 72 70 Lrng Gains Mth 68 75 71 68 72 Gains – Rdg -25% 70 85 56 66 71 Gains – Math – 25% 66 66 84 70 69

	Name	Degree(s)/Certifications		Prior Performance Record
Assis Principal	Adela Figueredo	Degrees: Bachelor of Arts, English, Master of Science in ESOL. Certifications: English, ESOL, Educational Leadership	11	10	School Years '12 '11 '10 '09 '07 School Grade B A F A A AYP N N N N AMO X High Standards Rdg 55 93 15 75 78 High Standards Math 57 93 43 71 78 Lrng Gains Rdg 68 77 38 72 70 Lrng Gains Mth 68 75 71 68 72 Gains – Rdg -25% 70 85 56 66 71 Gains – Math – 25% 66 66 84 70 69
Assis Principal	Ja'Shon Fayson	Degrees: Bachelor of Science, Animal Science, Master of Science, Science Education. Certifications: Middle Grades Science 5-9, Biology 6-12, Earth Space Science 6-12, Educational Leadership	1	5	School Years '12 '11 '11 '10 '09 '09 '08 School Grade A B D A D A C AYP N N N N N N AMO X High Standards Rdg 58 70 49 64 51 85 60 High Standards Math 60 67 62 71 46 81 66 Lrng Gains Rdg 82 67 48 81 56 79 51 Lrng Gains Mth 68 55 60 79 42 77 62 Gains – Rdg -25% 87 57 50 88 50 78 55 Gains – Math – 25% 72 56 60 67 53 69 NA

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.

	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)
No data submitted					

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. Provide teachers with district-wide professional development	Ana M. Gutierrez	Ongoing	
2	2. Facilitate Learning Communities on school campus	Ana M. Gutierrez	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Four (4) out-of-field instructional staff with waivers. Zero (0) instructional staff with less than effective rating.	The teachers who are teaching out-of-field will be provided with the necessary information regarding Educator Certification and any Professional Development that is available.

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
62	0.0%(0)	12.9%(8)	41.9%(26)	45.2%(28)	37.1%(23)	100.0%(62)	3.2%(2)	8.1%(5)	80.6%(50)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Auburndale Elementary will provide additional remediation to students requiring assistance through extended learning opportunities, i.e. after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Administrative Team develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Auburndale Elementary will use supplemental funds from the district for improving basic education as follows:
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III
Auburndale Elementary will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial programs (K-5)
• Reading and supplementary instructional materials (K-5)

Title X- Homeless

Title X- Homeless
Auburndale Elementary will collaborate with the district's Homeless Assistance Program that seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Violence Prevention Programs
• Ronald McDonald – Anti-Bullying presentation
• Anti-Violence Message – Through WLRN-ITV Programming, presented year-round
• In-house Anti-Bullying classroom presentations presented by school counselor (Beginning of school year)
• Safety Patrol – School-wide program to promote a safe non-violent environment
• Counselor will implement conflict resolution sessions and document them on a Student Services SCM

Nutrition Programs

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

Housing Programs

N/A

Head Start

Auburndale Elementary encourages parents of students that completed a Head Start program to visit the school campus so they become familiar with the school atmosphere and learning environment.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental Involvement
Auburndale Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Auburndale Elementary will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. We will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, School Psychologist, Counselor, Social Worker, Reading Liaison

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 leadership team meets once a month. Data analysis meetings are held with teachers each semester to address the academic needs of students. The MTSS/RtI team meets with each grade level once a semester to coordinate MTSS/RtI implementation. The principal will cultivate the vision for the coordination of the MTSS/RtI implementation by being an active participant in all MTSS/RtI Leadership Team meetings and activities. The role of the Assistant Principal is to ensure that the MTSS/RtI Leadership team is fulfilling its functions. The role of the Reading Coach is to monitor the academic progress of students that are receiving interventions. This will be accomplished by monitoring bi-monthly progress of the effectiveness of the intervention program delivery. The role of the Counselor is to provide support services to parents, teachers, and students throughout the intervention process. In addition, the MTSS/RtI Leadership team will provide supplemental enrichment opportunities to those students that have learned or already know targeted skills.

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

The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. They will also monitor the fidelity of the delivery of instruction and intervention as well as provide varying levels of support and interventions to students based on data.

MTSS Implementation

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

The following data source and data management systems are being utilized: FAIR, Interim Assessments, Core Program Unit Tier I students receive core instruction via the instructional block in the targeted subject. Tier II students will receive an additional thirty minutes of instruction in the targeted area using appropriate district mandated materials. If needed, Tier III students will receive pull out interventions during special area classes.
The following data source and data management systems are being utilized: FAIR, Interim Assessments, Core Program Unit Tests for Reading, Math and Science. Team members will monitor data by subject area to ensure fidelity to core program. If needed, the MTSS/RtI team will adjust the interventions to meet the specific students' needs. The MTSS/RtI team, in conjunction with teachers, will present individual cases to the School Support Team for children who are not making adequate progress.
The data sources used to summarize data for behaviors are teacher's anecdotal records as well as Student Case Management Referrals. The data management systems utilized to summarize data for behaviors are Functional Assessments of Behavior (FAB), and Behavior Intervention Plans (BIP).

Describe the plan to train staff on MTSS.

All teachers will be offered online trainings provided by the district. All teachers will also receive professional development training on MTSS/RtI during the October faculty meeting as well on November 6, 2012; a district mandated Professional Development Day. In addition, MTSS/RtI leadership team will provide a network of ongoing support for MTSS/RtI organized through grade level meetings.

Describe the plan to support MTSS.

The Reading Liaison and Math Liaison will meet with individual teachers throughout the year to monitor and support the implementation of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ana M. Gutierrez, Principal, Ja'Shon Fayson Assistant Principal, Adela Figueredo, Assistant Principal, Zaida Henares, Reading Coach, Esther Correa, Math Liaison, Ana Cristina Garces, Counselor, Grade level Chairpersons

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading Liaison, mentor reading teachers, content area teachers, and other principal appointees will serve on this team and will meet at least once a month. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

Teachers will become familiar with the MTSS/RtI process. Through this knowledge, teachers will be able to identify which subgroups have not made AYP within their class and use differentiated instruction to meet all their individual needs.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Auburndale Elementary School assesses all students prior to entering Kindergarten. The areas that were assessed were knowledge of English skills. The assessment instruments are the Comprehensive English Language Learning Assessment (CELLA) and The Florida Kindergarten Readiness Screener (FLKRS). These are administered to assess the readiness of each child for Kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for Kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. Data was used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening tools will be re-administered mid-year and at the end of the year. Early childhood programs are encouraged to visit our Elementary School. Invitations are sent to neighboring pre-school programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 23% (98) of students achieved proficiency (level 3). Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency (level 3) by 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (98)	26% (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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application.	1A.1. Emphasize content focus such as main idea (stated or implied) using Reciprocal Teaching strategies. The Reading Liaison will continue Professional Development on using Reciprocal Teaching Strategies. The use of graphic organizers to reinforce inferring, paraphrasing, summarizing and relevant details will be used to increase achievement.	1A.1. MTSS/RtI	1A.1. Following the FCIM model, the Reading Liaison and teachers will review assessment data on a monthly basis and adjust instruction as needed. Use Successmaker reports monitor student progress.	1A.1. Formative: FAIR, Successmaker Performance Reports, Teacher generated weekly tests, Data Reports from the District Interim Assessments. Summative: Results of the 2013 FCAT 2.0 Reading Assessment.
2					
3					
4					

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:	The result of the 2012 Florida Alternate Assessment (FAA) indicate that 29% (4) achieved scores of levels 4,5, and 6 in Reading. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving levels 4,5, and 6 by 5 percentage
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (4)	34% (5)

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	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. The area of deficiency as noted on the 2012 of the FAA was that students were responding at the supported levels.	1B.1. The Reading Liaison, ESE Chairperson and teachers will modify instruction based on the data provided. Teachers will use "Depth of Knowledge" strategies such as using picture cards that match pictures with words, identifying rhyming words, and prompting students to recall previously learned information via habitual responses to increase complexity in order to advance to independent levels.	MTSS/RtI	Following the FCIM model, the ESE Chairperson will monitor student assessment data on a weekly basis. Instruction will be adjusted as needed.	Formative: Teacher generated tests Summative: Results of the 2013Florida Alternate Assessment

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 29% (125) of students achieved levels 4 and 5. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving levels 4 and 5 by 2 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (125)	31% (131)

	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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application.	2A.1. Emphasize content focus such as main idea (stated or implied) using Reciprocal Teaching strategies. The Reading Liaison will continue Professional Development on using Reciprocal Teaching Strategies. The use of "Webb's Depth of Knowledge," levels 3 and 4 through a variety of complex texts such as novels, poetry,	2A.1. MTSS/RtI	2A.1. Following the FCIM model, the Reading Coach and teachers will review assessment data on a monthly basis and adjust instruction as needed. Use Successmaker reports monitor student progress	2A.1. Formative: FAIR, Successmaker Performance Reports, Teacher generated tests, Data Reports from the District Interim Assessments. Summative: Results of the 2013 FCAT 2.0 Reading Assessment.

		and plays in order to deepen comprehension levels.			

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:	The result of the 2012 Florida Alternate Assessment (FAA) indicate that 43% (6) achieved scores of levels 7 or above in Reading. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving levels 7 or above by 3 percentage points to 46%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (6)	46% (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	2B.1. The area of deficiency as noted on the 2012 FAA is the need to maintain and reach levels 7 and above in the area of Reading Process	2B.1. Reciprocal Teaching strategies with modifications will be used. Providing a print rich environment and exposure to vocabulary with activities such as short stories and plays.	MTSS/RtI	2B.1. Following the FCIM model, the ESE chair will monitor student assessment data on a weekly basis. Instruction will be adjusted as needed.	2B.1. Formative: Teacher generated weekly tests

Summative: Results of the 2013Florida Alternate 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:

| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | The results of the 2012 FCAT 2.0 Reading Assessment indicate that 81% (216) made learning gains.

Our goal for the 2012 – 2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 86%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 81% (216) | 86% (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	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application.	3A.1. The Reading Coach will continue Professional Development on Reciprocal Teaching.

Continue pull – out intervention groups.

Expose students to real-world texts such as | 3A.1.

MTSS/RtI | 3A.1

. Following the FCIM model, the Reading Coach and teachers will review assessment data on a monthly basis and adjust instruction as needed.

Use Successmaker | 3A.1.

FAIR, Successmaker Performance Reports, Teacher generated weekly tests, Data Reports from the District Interim Assessments. |

		"Time for Kids" which focuses on all areas of Reading Application.		reports monitor student progress	Summative: Results of the 2013 FCAT 2.0 Reading Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The area of deficiency as noted on the 2012 FAA is the need to maintain and reach levels 7 and above in the area of Reading Process.	3B.1. The Reading Liaison, ESE Chairperson, and teachers will modify instruction based on the data provided. Teachers will use "Depth of Knowledge" strategies such as using picture cards that match pictures with words, identifying rhyming words, and prompting students to recall previously learned information via habitual responses to increase complexity in order to advance to independent levels	3B.1. MTSS/RtI	3B.1. Following the FCIM model, the ESE chair will monitor student assessment data on a weekly basis.	3B.1. Formative: Teacher generated tests Summative: Results of the 2013Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 87% (59) of students in the lowest 25th percentile made learning gains. Our goal for the 2012 – 2013 school year is to increase the percentage of students in the lowest 25th percentile making learning gains by 5 percentage points to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (59)	92% (63)

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	4A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test the lowest 25th percentile made an increase of 20 percentile when compared to the 2011 administration. This increase indicates that students in the lowest 25th percentile benefitted from intensive interventions.	4A.1. Targeted students will continue to receive intensive interventions specifically tailored to their reading deficiencies. The interventions will take place during special area classes.	4A.1. MTSS/RtI	4A.1. Following the FCIM model, the Reading Coach and teachers will review assessment data on a monthly basis and adjust instruction as needed. Use Successmaker reports monitor student progress	4A.1. Formative: FAIR, Successmaker Performance Reports, Teacher generated weekly tests Data Reports from the District Interim Assessments. Summative: Results of the 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching Strategies	K – 5	Reading Liaison	K – 5 Teachers	September 26, 2012 October 26, 2012 January 18, 2013 M arch 22, 2013	Classroom walkthroughs, teacher created lesson plans`	Reading Liaison
Florida Alternate Assessment: Implementing Access Points	3 – 5	ESE Specialist from the District	ESE teachers of students that take the Alternate Assessment	February 3, 2013	Modeling lessons, classroom walkthroughs, and documentation on lesson plans	Administration, ESE Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application.	Provide afterschool tutorial program	Title I	$15,000.00
			Subtotal: $15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $15,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Listening/Speaking Assessment indicate that 50% (235) of students scored proficient.
2012 Current Percent of Students Proficient in listening/speaking:	
50% (235)	

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 who are not proficient in listening and speaking need to be exposed to simple, direct language in order to transfer knowledge from their home language to their new language.	The teacher will: restate complex sentences as a sequence of simple sentences; provide specific explanations of key words and special or technical vocabulary; use examples and nonlinguistic props when possible; and use everyday language	MTSS/RtI	Mini- Assessments in Listening and Speaking lessons	Formative: Results from Listening and Speaking Assessments Summative: Results of the 2013 CELLA Listening/Speaking Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading Assessment indicate that 32% (152) of students scored proficient.
2012 Current Percent of Students Proficient in reading:	
32% (152)	

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 who are not proficient in reading need to be exposed to Read Alouds. Reading Aloud enables students to develop and improve literacy skills, specifically reading comprehension.	Teachers will read aloud to students prior to each lesson in all academic areas.	MTSS/RtI	Mini – Assessments based on Read Aloud lessons	Formative: Results from Mini-Assessments based on Read Aloud lessons Summative: Results of the 2013 CELLA Reading Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Assessment indicate that 28% (137) of students scored proficient.

2012 Current Percent of Students Proficient in writing:
28% (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 have not had the opportunity to record their thoughts and questions about what they read, including content areas and research materials.	Teachers will provide time during Reading and the content areas for students to record their thoughts and questions in a journal/log.	MTSS/RtI	Monthly writing assessments will be administered to monitor students' responses to readings.	Formative: Results from monthly writing assessments. Summative: Results of the 2013 CELLA Writing Assessment

CELLA Budget:

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

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics assessment indicate that 30% (126) of students achieved proficiency (level 3). Our goal for the 2012 – 2013 school year is to maintain the percentage of students achieving proficiency level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (126)	30% (127)

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 for third grade as noted on the 2012 administration of the FCAT Mathematics Test was Number: Operations, Problems, and Statistics. Students must receive more practice and instruction in the use and development of number operations in order to solve challenging word problems. The area of deficient for fourth and fifth grades as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. Students must receive more practice and instruction in the use of Geometry and Measurement in order to solve problems.	Third grade will develop an understanding and fluency with division of whole numbers; develop an understanding of and fluency with number operations; identify and internalize the relationships between the different number operations; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. This will be accomplished by using classroom manipulatives, computer based technology, and real world application. Fouth and fifth grades will develop an understanding of Geometry and Measurement by relating both areas with real world application as well as by using a cross-curricular approach. This will be accomplished by using classroom manipulatives, computer based technology, and real world problem solving.	MTSS/RtI	Review data from Progress Monitoring assessments and adjust instruction as needed.	Formative: Progress Monitoring of assessments, Successmaker Performance Reports, District Interim Data Reports, Gizmos and student authentic work. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	The result of the 2012 Florida Alternate Assessment (FAA)

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	indicate that 47% (7) achieved scores of levels 4,5, and 6 in Mathematics. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving levels 4,5, and 6 by5percentage points to 52%
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (7)	52% (8)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Students are not meeting the access points for maintaining supporting levels.	Teachers will work with students to maintain levels 4, 5, and 6. Teachers will be trained to effectively implement access points. Students will be provided with opportunities to learn using manipulatives, visuals, number lines and assistive technology.	MTSS/RtI	Following the FCIM model, the ESE chair will monitor student assessment data on a weekly basis. Instruction will be adjusted as needed.	Teacher generated weekly tests Summative: Results of the 2013Florida Alternate 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 results of the 2012 FCAT Mathematics assessment indicate that 26 % (110) of students scored at or above achievement levels 4 and 5. Our goal for the 2012 – 2013 school year is to maintain the percentage of students scoring at or above achievement levels 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (110)	26% (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 The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number; Fractions. Students must receive more practice and instruction in the use and development of fractions in order to solve problems	Develop an understanding and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions an decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. This will be accomplished by: infusing higher level	MTSS/RtI	Review data from Progress Monitoring assessments and adjust instruction as needed.	Progress Monitoring of assessments, Successmaker Performance Reports, District Interim Data Reports, Gizmos and student authentic work. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

		technology into the curriculum, such as GIZMOS; infusing mathematics in a cross-curricular fashion; and increased use of classroom manipulatives.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment (FAA) indicate that 13% (2) achieved scores above level 7 in Mathematics. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving level 7 by 3 percentage points to 16%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2)	16% (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 are not meeting the access points for maintaining independent levels.	Teachers will work with students to maintain level 7. Teachers will be trained to effectively implement access points. Students will be provided with opportunities to learn using manipulatives, visuals, number lines and assistive technology.	MTSS/RtI	Following the FCIM model, the ESE chair will monitor student assessment data on a weekly basis. Instruction will be adjusted as needed	Teacher generated weekly tests Summative: Results of the 2013Florida Alternate 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics assessment indicate that 68 % (181) of students made learning gains. Our goal for the 2012 – 2013 school year is to increase the percentage of students scoring at or above making learning gains in mathematics by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (181)	73% (194)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the 2012 FCAT Mathematics administration, students making learning gains increased by 13 percentage point(s)	Use literature in mathematics to provide the necessary context for students to successfully grasp Number: Operations,	MTSS/RtI	Review data from Progress Monitoring assessments and adjust instruction as needed.	Progress Monitoring of assessments, Successmaker Performance Reports, District

1	when compared to the 2011 administration. The area of deficiency is Number: Operations, Problems, and Statistics for Grade 3 and Geometry and Measurement for Grades 4 and 5.	Problems, and Statistics as well as Geometry and Measurement concepts and allow students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include: the use of mathematics terminology embedded throughout each lesson by the teacher and students; journals written by students reflecting about the math they learned; books used as a lesson lead – in; guided practice; or closure of a lesson.			Interim Data Reports, Gizmos and student authentic work. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barriers to increasing the percentage of students making learning gains are that teachers are not effectively trained to implement access points.	Teachers will work with students to make learning gains in mathematics. Teachers will be trained to effectively implement access points. Students will be provided with opportunities to learn using manipulatives, visuals, number lines and assistive technology.	MTSS/RtI	Following the FCIM model, the ESE chair will monitor student assessment data on a weekly basis. Instruction will be adjusted as needed	Teacher generated weekly tests Summative: Results of the 2013Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics assessment indicate that 72% (51) of students in the lowest 25% made learning gains. Our goal for the 2012 – 2013 school year is to increase the percentage of students in the lowest 25% scoring at or above making learning gains in mathematics by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (51)	77% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Mathematics administration, students in the lowest 25% making learning gains in mathematics increased by 11 percentage points when compared to the 2011 administration. This increase indicates that students in the lowest 25% benefitted from the remediation in our structured tutoring program. We will continue providing intensive remediation to our lowest 25% in order for the students to continue to make learning gains.	Identify the lowest performing students in grades 3-5 based on instructional needs. Provide pull – out tutoring sessions that correlate instruction to deficiencies. Based on the individual students' needs, various teaching strategies will be utilized such as: direct instruction; small group instruction; one-on-one instruction; the use of computer based technology such as SuccessMaker; and classroom manipulatives.	MTSS/RtI Team	Review formative assessment data as well as intervention assessments to ensure progress is being made and adjust interventions as needed.	Formative: Progress Monitoring assessment data reports and intervention assessments. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Alternate Assessment: Implementing Access Points	3 – 5	ESE Specialist from the District	ESE teachers of students that take the Alternate Assessment	February 3, 2013	Modeling lessons, classroom walkthroughs, and documentation on lesson plans	Administration, ESE Chair
Number: Fractions	2 – 5	Math Liaison	Standard curriculum teachers	February 3, 2013	Modeling lessons, classroom walkthroughs, and documentation on lesson plans	Administration, Math Liaison

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Mathematics assessment indicate that 26% (40) of students achieved proficiency (level 3). Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency level 3 by 4 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (40)	30% (46)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Physical Science. Students need to increase rigor through inquiry-based learning in Physical Science.	Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Additional curriculum enhancement can be done through inquiry-based learning, increased use of the scientific process, the use of technology such as Discovery Education, and hands-on experimentation. Students will also use the P-SELL curriculum in class and as home learning.	MTSS/RtI	Review the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.	Formative: Progress Monitoring assessments. District Interim Data Reports. Student Authentic Work. Summative: Results from the 2013 FCAT 2.0 Science Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not meeting the access points for maintaining supporting levels.	Teachers will work with students to maintain levels 4, 5, and 6.	MTSS/RtI	Following the FCIM model, the ESE chair will monitor student assessment data on a	Teacher generated weekly tests

1		Teachers will be trained to effectively implement access points. Students will be provided with opportunities to identify components of the scientific process.		weekly basis. Instruction will be adjusted as needed.	Summative: Results of the 2013Florida Alternate 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 science. Science Goal #2a:	The results of the 2012 FCAT Science assessment indicate that 16 % (25) of students achieved levels 4 and 5. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving levels 4 and 5 by 2 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (25)	18% (28)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science. Students need to increase rigor through inquiry-based learning in Physical Science.	Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, speaking, and reading scientific texts. These goals can be accomplished by teaching science in a cross-curricular manner, infusing technology such as GIZMOS into weekly lessons, infusing the scientific method into everyday problem solving, and performing weekly science labs.	MTSS/RtI	Review data from Progress Monitoring assessments and adjust instruction as needed.	Progress Monitoring of assessments, Successmaker Performance Reports, District Interim Data Reports, Gizmos and student authentic work. Summative: Results from the 2013 FCAT 2.0 Science assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	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	Students are not meeting the access points for maintaining independent levels.	Teachers will work with students to attain level 7 in science. Teachers will be trained to effectively implement access points. Students will be provided with opportunities to identify components of the scientific process.	MTSS/RtI	Following the FCIM model, the ESE chair will monitor student assessment data on a weekly basis. Instruction will be adjusted as needed.	Teacher generated weekly tests Summative: Results of the 2013Florida Alternate Assessment

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Assessment indicate that 70% (94) of students achieved proficiency level 3.0. Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency level 3.0 by 3 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (94)	73% (98)

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 Writing Test was the lack of rigor.	All teachers will receive rigorous training in the Four Square writing method. All students in grades 2- 5 will use the Four Square Writing Method technique daily. This will enhance their understanding and structure in their writing. The primary focus will be on the writing rubrics for narrative and expository texts.	MTSS/RtI	Review the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.	Formative: Teacher generated weekly tests, Data Reports from the District Interim Assessments. Summative: Results of the 2013 FCAT 2.0 Writing Assessment.

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 of the FAA was that students were responding at the	The anticipated barriers to increasing the percentage of students scoring 4 or higher/ Teachers are not	MTSS/RtI	Ongoing monitoring of student progress and data analysis will be used to assess effectiveness.	Formative: Teacher generated weekly tests

| 1 | supported levels. | effectively trained to implement access points.

Students will be provided with opportunities to learn using picture cards to create sentences and paragraphs on topic. | | Instruction will be modified as needed on an ongoing basis. | Summative: Results of the 2013Florida Alternate Assessment |
|---|---|---|---|---|---|

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Alternate Assessment: Implementing Access Points	3 – 5	ESE Specialist from the District	ESE teachers of students that take the Alternate Assessment	February 3, 2013	Modeling lessons, classroom walkthroughs, and documentation on lesson plans	Administration, ESE Chair

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance		Our goal for the school year 2012 – 2013 is to increase the attendance rate to 96.15%. This will be done by working with our school's Attendance Intervention Team.
Attendance Goal #1:		
2012 Current Attendance Rate:		2013 Expected Attendance Rate:
95.65% (925)		96.15% (930)
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)
289		275
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)
177		168

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents understand the importance of education, but many do not understand the significance of daily attendance. This factor has attributed to the decrease in school attendance.	The school, parents and students will adhere to the Code of Student Conduct and the district attendance policy. We will also provide incentives for students to attend school on a regular basis. The school's automated call system will call all absent students on a daily basis. Letters and home visits will occur to the habitually truant students.	Administrators, Counselor, and the Community Involvement Specialist	Teachers will check the attendance bulletin on a daily basis. They will create an initial referral on the students with excessive absences. The guidance counselor will do a follow-up on this student. If the absences still continue to compile then the student will be referred to the administrator. The administrator will use the Community Involvement Specialist to reach out to the family on a weekly basis. All parties involved will continue to monitor the student's attendance	Daily Attendance Log, Bulletin Roster and TCST logs
2	Tardy students are a detriment to bell-to-bell instruction. Not only do the tardy students miss instruction, their habitual interruption to the morning instructional block is a distraction to other students.	The school, parents, and studens will adhere to the Code of Student Conduct and district attendance policy. Habitually tardy students will be monitored by the teachers and administration. If necessary, letters and home visits to habitually tardy students will be employed.	Administrators, Counselor, and Community Involvement Specialist.	Effectiveness of the strategy will be determined by a decrease in habitually tardy students, and an overall decrease in tardy students in general.	Daily Attendance Logs, Administrative Attendance Reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on the Procedures & Implementation of the School-Wide Attendance Plan	K - 5 /Attendance	Administration/Counselors	All teachers	Faculty Meeting – October 3, 2012.	The Administrative Team will monitor the implementation of these procedures.	Administrators & Counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	provide incentives for classes with perfect attendance.	General Fund	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Grand Total: $1,000.00			

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the school year 2012 – 2013 is to decrease the number of students receiving an outdoor suspension by 3 and maintain the number of indoor suspension which is currently at 0. This will be done by following the school's discipline plan
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
31	28
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
20	18

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 and parents must be made aware of the consequences of the student's actions. They will be presented the Code of Student Conduct and the school's discipline plan.	The school's counselor will contact parents of students who have been placed on suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Administrative Team	Monitor the daily attendance bulletin and monitor the report on the student Outdoor Suspension Rate Report	Daily Attendance Log, Suspension Rate Report and the counselor communications log
2		Utilize the Student Code of Conduct by providing incentives for compliance.			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	Administrator and Counselor	Administration / Counselor	All teachers	Faculty Meetings	Review communication logs with counselor	Administrative Team

Suspension Budget:

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

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A Title I school, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A Title I school, see PIP	N/A Title I school, see PIP

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Evening Workshops	Make copies of flyers to go home	Title 1	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities. School will participate in the green school challenge to promote energy conservation, efficiensy, environmental sustainability and the use of renewable energy resources.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science. Students need to	Inquiry based learning will be implemented to increase the use of the scientific process, the use of technology such as Discovery Education,	MTSS/RtI	Review the results of progress monitoring assessment data to monitor students' progress and adjust instruction as needed.	Formative: Progress Monitoring assessments. District Interim Data Reports.

| | 1 | increase rigor through inquiry-based learning in Physical Science. | and hands-on experimentation, year - long student activities to promote environmental literacy and reduce energy consumption. | | | Student Authentic Work.

Summative: Results from the 2013 FCAT 2.0 Science Assessment. |

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application.	Provide afterschool tutorial program	Title I	$15,000.00
Attendance	Truancy Prevention	provide incentives for classes with perfect attendance.	General Fund	$1,000.00
Parent Involvement	Provide Evening Workshops	Make copies of flyers to go home	Title 1	$200.00
				Subtotal: $16,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $16,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⃝ NA

Are you a reward school: ⃝ Yes ⃝ No

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

| We will be using the funds for Reading Materials such as Time for Kids. | $200.00 |

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

For the upcoming year we will be conducting ongoing data analysis and review of implementation of SIP strategies.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
AUBURNDALE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	67%	73%	53%	263	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	67%	55%			122	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?	57% (YES)	56% (YES)			113	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					498	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
AUBURNDALE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	71%	86%	47%	273	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%	58%			121	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?	58% (YES)	58% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested