

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FREDERICK R. DOUGLASS ELEMENTARY

District Name: Dade

Principal: Yolanda Ellis

SAC Chair: Cristina Groff

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/13/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Yolanda Ellis	Bachelor in Elementary Education Masters in Reading Specialist in Educational Leadership Certifications: -Primary Education -Elementary Education -Educational Leadership	1	6	'12 '11 '10 '09 '08 '07 School Grade F F F D C C AYP N N N N N High Standards Rdg. 51 45 51 48 50 High Standards Math 53 45 52 59 51 Lrng Gains-Rdg. _ 51 48 64 53 60 Lrng Gains-Math _ 46 52 42 62 72 Gains-Rdg-25% _ 27 34 71 60 74 Gains-Math-25% _ 42 49 55 73 83
	Pamela	Bachelor of Science – Health Education University of Illinois; Master of Science in Educational Leadership			'12 '11 '10 '09 '08 '07 School Grade F F F D C C AYP N N N N N High Standards Rdg. 51 45 51 48 50

Principal	Sanders-White	Nova University Certifications: Elementary Education, Educational Leadership, Principal Certification State of Florida	2	22	High Standards Math 53 45 52 59 51 Lrng Gains-Rdg. _ 51 48 64 53 60 Lrng Gains-Math _ 46 52 42 62 72 Gains-Rdg-25% _ 27 34 71 60 74 Gains-Math-25% _ 42 49 55 73 83
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Satarria Level-Vangates	BS- Elementary Education Certificate: Elementary Education K-6 Endorsement: ESOL Endorsement	1	1	'12 '11 '10 '09 '08 '07 School Grade F F F D C C AYP N N N N N High Standards Rdg. 51 45 51 48 50 High Standards Math 53 45 52 59 51 Lrng Gains-Rdg. _ 51 48 64 53 60 Lrng Gains-Math _ 46 52 42 62 72 Gains-Rdg-25% _ 27 34 71 60 74 Gains-Math-25% _ 42 49 55 73 83
Reading	Monica Evans	Degrees Bachelors in Arts- Elementary Education Masters in Science-Mentally Handicap Exceptional Education Specialist – Educational Leadership Candidate for Administrative Leadership Certification ESOL Endorsement Reading Endorsement	1	4	'12 '11 '10 '09 '08 '07 School Grade F A A B A A AYP N N N Y N Y High Standards Rdg.90 92 95 94 93 High Standards Math 89 92 80 90 87 Lrng Gains-Rdg. _ 64 74 70 69 68 Lrng Gains-Math _ 52 68 43 59 51 Gains-Rdg-25% _ 57 71 80 56 70 Gains-Math-25% _67 60 48 53 61
Mathematics	Paul Tilley	Degrees Bachelors in Science Masters in Certification EMTL HNDCP, MG MATH, SEVERE/PROFOUND DISABILITIES	1	10	'12 '11 '10 '09 '08 '07 School Grade F F F D C C AYP N N N N N N High Standards Rdg. 51 45 51 48 50 High Standards Math 53 45 52 59 51 Lrng Gains-Rdg. _ 51 4864 53 60 Lrng Gains-Math _ 46 52 42 62 72 Gains-Rdg-25% _ 27 34 71 60 74 Gains-Math-25% _ 42 49 55 73 83
Science	Tracie Faigenblat	Bachelor of Science General Education Central University of Venezuela Master of Science in Educational Technology Central University of Venezuela Doctor of Education Curriculum Theory and Development			'12 '11 '10 '09 '08 '07 School Grade F F F D C C AYP N N N N N N High Standards Rdg. 51 45 51 48 50 High Standards Math 53 45 52 59 51 Lrng Gains-Rdg. _ 51 4864 53 60 Lrng Gains-Math _ 46 52 42 62 72 Gains-Rdg-25% _ 27 34 71 60 74 Gains-Math-25% _ 42 49 55 73 83

Temple University Professional Educator's Certification: General Science (Grades 5-9)

## 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	Provide job embedded professional development during faculty meetings, common planning and on teacher workdays.	Administration, Instructional Coaches, RTI Leadership Team	June 7, 2013	
2	Site mentoring partnerships with veteran teachers	Principal	June 7, 2013	
3	Coaches will provide ongoing support by completing coaching cycles with teachers	Administration, Instructional Coaches	June 7, 2013	
4	Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.	Administration, Instructional Coaches	June 7, 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	<ul style="list-style-type: none"> <li>• Provide job embedded professional development during faculty meetings, common planning and on teacher workdays.</li> <li>• Site mentoring partnerships with veteran teachers</li> <li>• Coaches will provide ongoing support by completing coaching cycles with teachers.</li> <li>• Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.</li> </ul>

## 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
28	39.3%(11)	14.3%(4)	32.1%(9)	14.3%(4)	39.3%(11)	57.1%(16)	7.1%(2)	3.6%(1)	35.7%(10)

## 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
Monica Evans	Michelle Feldman	Common Areas of certification	Collaboration regarding effective and appropriate instructional strategies
Satarria Level-Vangates	Charnetta Miles	Common Areas of certification	Collaboration regarding effective and appropriate instructional strategies
Satarria Level-Vangates	Latoya Porter	Common Areas of certification	Collaboration regarding effective and appropriate instructional strategies

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

#### Note: For Title I schools only

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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with the Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; 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 a Parent Program entitled "A Second Cup of Coffee", Supplemental Educational Services; Head Start Program and an on-site clinic facility provided by Jackson Memorial Hospital and the Children's Trust.

#### Title I, Part C- Migrant

Frederick Douglass Elementary School provides services and support to migrant students and parents. The Community Involvement Specialist coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program; (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL; (3) training and observation release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Less Study Group implementation and protocols.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds requested for the 2012-2013 school year will be used for tutorial programs, coaching and mentoring for ESOL and content area teachers, professional development on best practices for ESOL and content area teachers, and reading and supplementary instructional materials.

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment, attendance, and transportation of homeless students.

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

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

District Homeless Social Worker provides resources and social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school counselor provides resources such as clothing and school supplies.

#### Supplemental Academic Instruction (SAI)

Frederick Douglass Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Educational Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for students documented as less than proficient readers (Level 1).

#### Violence Prevention Programs

Frederick Douglass Elementary offers a non-violence and anti-drug program to students that incorporate field trips, counseling, community service, and on-site award recognition programs. Connect with Respect is the Miami Dade Public Schools (M-DCPS) anti-bullying and violence prevention program that provides five lessons per grade level in the areas of bullying and violence prevention.

#### Nutrition Programs

Frederick Douglass Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

#### Housing Programs

Trustees of the John S. and James L. Knight Foundation approved more than \$1.5 million in new grant awards serving Overtown residents. The grants follow a \$1.4 million investment in low-income housing and represent the latest commitments in the foundation's ongoing Neighborhood Revitalization Initiative for the adjoining Overtown and East Little Havana communities, now approaching \$20 million.

Partners for Self-Employment Inc. of Miami was awarded \$225,000 over three years for a program aimed at increasing home ownership and improving Overtown residents' access to financial programs and services. Now in its 10th year, the organization's Micro-Business, USA program helps low-income families achieve financial self-sufficiency by earning, saving and managing money.

#### Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared.

#### Adult Education

Not Applicable

#### Career and Technical Education

Not Applicable

#### Job Training

Not Applicable

#### Other

Frederick Douglass Elementary School involves 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. Parental engagement/involvement is increased through developing, with on-going parental input, the school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling the Annual Title I Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of parents and determination of topics for schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules. This impacts the goal to empower parents and build their capacity for involvement.

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

assist with revising our Title I parental documents for the approaching school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Yolanda Ellis, Principal
- Julie Santamarina, Assistant Principal
- Monica Evans, Reading Coach
- Satarria Level-Vangates, Reading Coach
- Paul Tilley, Math Coach
- Tracie Faigenblat, Science Coach
- Dr. William Bankston School Counselor
- Dr. Pierre Alsindor, School Social Worker
- Claudia Bradley, School Psychologist
- Juanita Caldwell, SWD Teacher
- Ms. Daniels, Media Specialist
- Monica Evans, PD Liaison
- William Patterson, Technology Specialist
- Sandra Maycock, Teacher
- James Lobo, Teacher

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?

#### Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing RtI, conduct assessment of RtI skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions.

#### Assistant Principal:

Assists the principal in ensuring the school-based team implements RtI, conducts assessment of RtI skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions.

#### Instructional Coaches Reading/ Math/Science:

Develops, leads, and evaluates school core content standards/ programs. Identifies systematic patterns of student needs while working with ETO personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

#### School Counselor:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

#### Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

#### School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

#### Media Specialist:

Oversees school-wide activities that promote literacy.

The RtI team meets monthly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they

oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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?

Upon conducting a thorough analysis of year-end data by subject and reporting category, instructional priorities are identified. The MTSS Leadership Team then reviews all strategies/action steps and progress monitoring data associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will make recommendations for Tier 3 activities

#### MTSS Implementation

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

Baseline Assessments include the use of District Baseline Assessments in Reading, Writing, Mathematics and Science. Progress Monitoring Data include the use of FAIR, a minimum of two District Interim Assessments, Monthly Benchmark Assessments and Positive Behavior System. Summative Data include the SAT-10, FCAT, and CELLA. All data will be used to schedule and escalate services as needed

Describe the plan to train staff on MTSS.

The staff will be trained on RtI at the beginning of the year by select RtI team members and the district RtI support specialist assigned to the school. Updates will be provided monthly during grade level meetings with administration. Schedules are also developed for ongoing classroom follow up to all RtI PD which is conducted by the Reading Coach and members of the RtI Leadership Team.

Describe the plan to support MTSS.

Professional development sessions entitled: "RtI: Problem-Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will be conducted in mid-August and in October

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

- Principal: Yolanda Ellis
- Assistant Principal: Julie A. Santamarina
- Reading Coach: Monica Evans
- Reading Coach: Satarria Level-Vangates
- Mathematics Coach: Paul Tilley
- Science Coach: Tracie Faigenblat
- School Counselor: Claudia Bradley
- Teacher: Latoya Porter
- Teacher: James Lobo

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

The LLT Team have the following roles/functions:

Yolanda Ellis, Principal:

Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Julie Santamarina, Assistant Principal:

Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Monica Evans and Satarria Level-Vangtes, Reading Coaches:

Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data.

Paul Tilley, Math Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading math related literature.

Tracie Faigenblat, Science Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading science related literature.

-----Dr. William Bankston, Counselor:

Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

The LLT team meets bi-weekly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

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

- Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Providing PD to teachers to increase rigor in classroom instruction, developing an intervention schedule in Reading and Writing, analyzing data to drive instruction, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists Frederick Douglass Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

Frederick Douglass Elementary houses a Head Start Program allowing students and teachers constant articulation and communication with the Kindergarten program. Throughout the year, various Head Start programs in the community bring their students to visit the school to experience on-site activities in preparation for their transition into the Kindergarten program. Collaboration between the Head Start Programs and Frederick Douglass Elementary is an on-going process with scheduled activities throughout the year.

At Frederick Douglass Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), Florida Assessments for Instruction in Reading



(FAIR), and Indicadores Dinamicos del Exito en la Lectura (IDEL). Screening data will be collected and aggregated prior to the month of October. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of individual students who may need intervention beyond core instruction. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided, and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for twenty minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administrated at mid-year and at the end of the year in order to determine student learning gains and to determine the need for modifications to the instructional and intervention programs.

For the upcoming year, Frederick Douglass Elementary School will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school Pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The principal will meet with the center directors of neighborhood centers. "Smooth Sailing" Kindergarten preparation brochures and other documents will be sent home to parents throughout the year. Additionally, the school will build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site Pre-kindergarten teachers will come together with Kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

### \*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.

Not Applicable

### \*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?

Not Applicable

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?

Not Applicable

### 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](#)

Not Applicable

## 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 2011-2012 FCAT Reading Test indicate that 16% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 39%
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (24)	39% (60)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary for Grades 3 and 4.</p> <p>Students lack vocabulary and background knowledge that assists in reading comprehension due to their limited experiences.</p>	<p>1A.1. Increase evidence-based vocabulary instruction and the effective use of interactive theme charts/word walls in all content areas.</p> <p>During the opening routine portion of the reading instructional block, teachers will provide explicit vocabulary instruction based on the Word of the Week.</p> <p>Utilize the coaching cycle to support the implementation of evidence based instruction.</p> <p>Increase the use of Discovery Learning to build background knowledge.</p> <p>Provide students with strategies to assist with deriving meaning from unfamiliar words through the application of context clues strategies.</p>	Reading Coaches Administration	<p>Review ongoing classroom assessments, Monthly Assessments and Interim Assessments</p> <p>Conduct classroom walkthroughs and monitor Common Planning.</p>	<p>Formative: Student work samples, FAIR, Interim Assessments, &amp; Monthly Assessments</p> <p>Summative: 2012 FCAT Reading Assessment</p>
	1a.2.The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application	<p>1a.2. Increase explicit instruction through the gradual release model.</p> <p>Increase Student Accountable Talk through the use of "collaborative strategies"</p>	Reading Coaches Administration	<p>Review Lesson Plans for evidence of the gradual release model and higher order thinking questions.</p> <p>Review ongoing classroom assessments, completion of graphic organizers, Monthly Assessments and</p>	<p>Formative Student work samples, FAIR, Interim Assessments, &amp; Monthly Assessments</p> <p>Summative</p>

2	<p>Students lack the problem solving skills needed to comprehend and make judgments about information presented in text</p>	<p>Use Webb's Depth of Knowledge to facilitate higher complexity questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content.</p> <p>Utilize Lesson Study to support the use of higher complexity questioning strategies.</p> <p>Unwrap benchmarks during PLCs to strengthen instructional focus to include teacher-led center activities</p> <p>Use graphic organizers in order to increase problem solving skills.</p>		Interim Assessments	Results from the 2013 FCAT Reading Assessment
3	<p>1a.3. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process</p> <p>Students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p>	<p>1a.3. During the whole group portion of the reading instructional block, teachers will increase student exposure to informational text via various forms of media.</p> <p>Use real-world documents such as how-to-articles, brochures, fliers, and websites to locate, interpret, synthesize, and organize information.</p> <p>Conduct Professional Development with content area teachers highlighting the use of reading strategies in the content area.</p>	Reading Coaches Administration RtI Leadership Team	Review ongoing classroom assessments/observations focusing on the use of Data Analysis, Monthly Assessments and Interim Assessments	<p>Formative Student work samples, FAIR, Interim Assessments, &amp; Monthly Assessments</p> <p>Summative Results from the 2013 FCAT Reading Assessment</p>
4	<p>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary</p>	<p>Increase evidence-based explicit vocabulary instruction and the effective use of interactive theme charts/word walls in all content areas.</p> <p>Provide students with strategies to assist with deriving meaning from unfamiliar words through the application of context clues strategies.</p> <p>Develop a Professional Learning Community for K-5 to address the vocabulary strategies and share best practices during collaborative planning time.</p>	Classroom Teachers Reading Coaches Administration RtI Leadership Team	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats and class and individual monitoring reports to ensure progress is being made and adjust instruction as required.	<p>Formative FAIR, District and school generated assessments focused on vocabulary development</p> <p>Summative Reading Coaches and school administration will monitor instruction via informal and formal observations.</p> <p>Results from the 2012 FCAT Reading Assessment</p>
	<p>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was</p>	<p>Provide instruction on the target benchmarks during the teacher-led center.</p>	Classroom Teachers Reading Coaches Administration	Review formative assessment data reports, classroom assessments, classroom observations,	Formative FAIR, District and school generated assessments,

5	Reporting Category 2 – Reading Application	<p>Model effective reading strategies and provide feedback to the reading teacher via Lesson Feedback Forms, PLC's, and individual conferences to reading teachers.</p> <p>Unwrap benchmarks during PLCs to strengthen instructional focus.</p> <p>Increase explicit instruction through the "I Do, We Do and You Do" gradual release model.</p>	RtI Leadership Team	Student Data Chats, class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	<p>Computer-assisted reports generated from Successmaker and Reading Plus</p> <p>Summative Reading Coaches and school administration will monitor instruction via informal and formal observations.</p> <p>Results from the 2012 FCAT Reading Assessment</p>
6	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process	<p>Increase student exposure to informational text via various forms of media during reading instruction.</p> <p>Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Assist students in the recognition of reliable and valid information.</p> <p>Increase the use of Discovery Learning to build background knowledge.</p> <p>Model effective reading strategies and provide feedback to the reading teacher via Lesson Feedback Forms and individual conferences to reading teachers.</p>	Classroom Teachers Reading Coaches Administration RtI Leadership Team	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats and class and individual monitoring reports to ensure progress is being made and adjust instruction as required.	<p>Formative FAIR, District and school generated assessments</p> <p>Summative Reading Coaches and school administration will monitor instruction via informal and formal observations.</p> <p>Results from the 2012 FCAT Reading Assessment</p>
7					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 8% of students achieved Levels 4 and 5 proficiencies.  Our goal for the 2012-2013 school year is to ;'increase the percentage of students scoring above proficiency to _10%_.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	10% (15)

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. As noted on the administration of the 2012 FCAT Reading Test, only 10% of the students scored in levels 4 and 5.  Students lack sufficient exposure to focused, rigorous instruction and high complexity questions.	2a.1. Implement Accelerated Reader, set goals, incorporate writing rigorous reflections in Reading Response Journals.  Increase literacy opportunities through all content areas by providing consistent opportunities to engage in rigorous writing opportunities related to content, active reading strategies to scaffold understanding of complex text related to the topic through pre-reading, during reading and after reading strategies interactive reading journals  Use higher complexity questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content.	Reading Coaches Administration, Media Specialist	Review Accelerated Reader Reports, Reading Response Journals, Monthly Assessments and Interim Assessments.  Conduct classroom walkthroughs and monitor common planning.	Formative Student work samples, FAIR, Interim Assessments, & Monthly Assessments  Summative Results from the 2013 FCAT Reading Assessment
2	2a.2. Students lack sufficient knowledge and application of interactive reading strategies.	2a.2. During common planning coaches and teachers will share, implement and modify best practices in various interactive reading strategies using authentic student work samples	Reading Coaches Administration	Review ongoing classroom assessments/observations focusing on the use of Data Analysis, Monthly Assessments and Interim Assessments	Formative Student work samples, FAIR, Interim Assessments, & Monthly Assessments  Summative Results from the

					2013 FCAT Reading Assessment
3	2a.3 Students lack sufficient opportunities to reflect upon and apply the skills taught	2a.3 Utilize common planning to create activities to be placed in journals to support its use as a resource and study tool.  Utilize common planning to create performance tasks (i.e. short and extended responses, responses to HOT questions) that will allow students to demonstrate mastery of the content.  Schedule journal chats for teacher and administrators to review and discuss student journals.	Reading Coaches	Review ongoing classroom assessments/observations focusing on the use of Data Analysis, Monthly Assessments and Interim Assessments	Formative Student work samples, FAIR, Interim Assessments, & Monthly Assessments Summative Results from the 2013 FCAT 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 59% of students made learning gains in Reading.  Our goal for the 2012-2013 school students making learning gains to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (50)	69% (50)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Limitation of instructional time for individualized student instruction due to class size.	3.1. Utilize common planning to select and model the use of targeted ELL and SPED strategies  Strategically target and place students into small groups to receive additional intervention or enrichment and extend school tutorials.  Utilize goal setting strategies and student data chats to track student progress	Reading Coaches Administration	Review ongoing classroom assessments/observations focusing on the use of Data Analysis, Monthly Assessments and Interim Assessments	Formative Student work samples, FAIR, Interim Assessments, & Monthly Assessments  Summative Results from the 2013 FCAT Reading Assessment
2	3.2. Beginning teachers lack the necessary skills needed to fully integrate the explicit teaching model.	3.2 Reading coaches will model and monitor application of explicit instruction through the "I Do, We Do, They Do and You Do" gradual release model and employ the coaching cycle to guide teachers in integrating the explicit teaching model, with a greater emphasis on the "They Do and You Do" portion. Beginning teachers will be assigned mentors to support and model application of explicit instructional protocol in reading.  Identify classrooms in all content areas /grade levels to model components of bell to bell instruction, plan and conduct peer observations.	Reading Coaches Administration	Conduct classroom observations and common planning to ensure progress is being made and adjust support, as required.	Formative Classroom walkthrough checklist  Summative Results from the 2013 FCAT Reading Assessment
3	3a.3. Limited consistent and structured intervention.	3a.3. Utilize data to identify and place students in appropriate intervention groups, provide PD to interventionists and monitor student progress and attendance logs on a bi-weekly basis.  Implement and monitor interventions by tracking Ongoing Progress Monitoring results.  Provide coaching support to interventionist to ensure interventions are consistent and structured.	Administration, Reading Coaches	3a..3. Review Monthly Assessments and Interim Assessments to ensure that progress is being made and adjust intervention as needed.  Review Data Analysis Forms and completed Grouping Templates.	Formative: Student work samples, FAIR, Interim Assessments, & Monthly Assessments  Summative: 2012 FCAT Reading Assessment

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

3b. Florida Alternate Assessment:  
Percentage of students making Learning Gains in

reading.				
Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of 2011-2012 FCAT Reading Test indicate that 66% of students in the lowest 25% made learning gains in Reading.  Our goal for the 2012-2013 school year is to provide appropriate interventions; remediation to increase the percentage of students in the lowest 25% making learning gains to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (22)	71% (24)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Appropriately and timely placement of students in intervention is an obstacle.	4.1. Develop goals and monitor the consistent use of data to drive instruction matching instructional materials to students' deficiencies based on the FAIR patterns and profiles, Interim data, STAR and effectively provide interventions for student deficiencies.  Ensure that assessment data is analyzed in a timely manner and utilize assessment data to develop intervention groups	Reading Coaches Administration	Review Monthly Assessments and Interim Assessments to ensure that progress is being made and adjust intervention as needed.  Review Data Analysis Forms and completed Grouping Templates.	Formative FAIR, Success Maker, Interim Assessments, STAR ,Monthly Assessments and Saxon Assessments  Summative Results from the 2013 FCAT Reading Assessment
	4.2. Students require a structured and focused bell to bell instruction	4.2. Implement and monitor the ETO Bell to Bell Instruction frameworks to support literacy instruction.	Reading Coaches Administration	Ongoing classroom assessments / observations focusing on the use of CBC and Instructional Frameworks.	Formative FAIR, Success Maker, Interim Assessments, & Monthly Assessments



2	<p>Increase explicit instruction through the gradual release model.</p> <p>Utilize and monitor the use of the Common Board Configuration (CBC) to establish a consistent instructional routine.</p> <p>Provide coaching support to teachers to support bell to bell instruction and implementation of instructional framework.</p>	<p>Review Monthly Assessments and Interim Assessments to ensure that progress is being made and adjust intervention as needed.</p>	<p>Summative Results from the 2013 FCAT Reading Assessment</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 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
	40	45	51	56	62	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2011-2012 FCAT Reading Test indicate that 16% of students in the Black subgroup met proficiency and 25% of the Hispanic subgroup met proficiency.</p> <p>Our goal for the 2012-2013 school is for 33% of the students in the Black subgroup meet proficiency and 36% of the students in the Hispanic subgroup meet proficiency.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 16% (11) Hispanic: 25% (20)	Black: 33%(23) Hispanic 36% (29):

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. Students lack basic reading comprehension skills in order to function at grade level.</p> <p>The students lack the ability to analyze Higher Order Thinking Questioning.</p> <p>Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.</p>	<p>5B.1. Identify Tier 2 and 3 students, place in appropriate intervention groups, using a Foundational Skills Continuum, and monitor student progress using data.</p> <p>Accelerated Reader</p> <p>Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during</p>	<p>Classroom Teachers</p> <p>Reading Coaches</p> <p>Administration</p> <p>Rtl Leadership Team</p>	<p>MTSS, Leadership Team will meet monthly to monitor student progress, Saxon reports and the effectiveness of program delivery based on data.</p>	<p>Formative FAIR, Saxon Assessments, Success Maker, Interim Assessments, &amp; Monthly Assessments</p> <p>Summative</p> <p>Results from the 2013 FCAT Reading Assessment</p>

<p>The students lack the abilities to analyze &amp; synthesize due to minimal use of Rigor in the classroom.</p>	<p>instruction.</p> <p>Implementation of ETO Framework</p> <p>Through coaching cycles provide teachers support using Webb's Depth of Knowledge.</p> <p>Develop and demonstrate the use of Higher Order Thinking Questions.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Our goal for the 2012-2013 school is to increase the performance of our ELL students from 20% to 28% on the 2013 FCAT Administration.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>20% (10)</p>	<p>28% (13)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.1. Instructional personnel would benefit from additional professional development on the application of effective ELL reading strategies.</p>	<p>5C.1. Provide opportunities for teachers to participate in professional development activities to address ELL strategies.</p> <p>Utilize common planning to select and model the use of targeted ELL strategies that include the use of bilingual dictionaries and include them in lesson plans.</p> <p>Monitor the use of strategies, accommodations and bilingual dictionaries during instructional delivery via classroom walkthroughs</p>	<p>ETO Curriculum Support Reading Coaches Administration RtI Leadership Team</p>	<p>Convene RTI Leadership Team to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.</p>	<p>Formative FAIR, District and school generated assessment data and the Phonics Screening Inventory</p> <p>Summative Reading Coaches will monitor teacher progress and model effective ELL reading strategies during instruction.</p> <p>Reading Coaches will provide feedback to the professional via individual conferences.</p> <p>Administration will monitor instruction via informal and formal observations.</p> <p>Results from the 2013 FCAT Reading Assessment</p>

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Our goal for the 2012-2013 school is to increase the performance of our SWD students from 7% to 26% on the 2013 FCAT Administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	26% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1. Students lack basic reading comprehension skills in order to function at grade level.</p> <p>The students lack the ability to analyze Higher Order Thinking Questioning.</p> <p>Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.</p> <p>The students lack the abilities to analyze &amp; synthesize due to minimal use of Rigor in the classroom.</p>	<p>5D.1. Identify Tier 2 and 3 students, place in appropriate intervention groups, using a Foundational Skills Continuum, and monitor student progress using data.</p> <p>Accelerated Reader</p> <p>Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during instruction.</p> <p>Implementation of ETO Framework</p> <p>Through coaching cycles provide teachers support using Webb's Depth of Knowledge.</p> <p>Develop and demonstrate the use of Higher Order Thinking Questions.</p>	Classroom Teachers Reading Coaches Administration Rtl Leadership Team	MTSS, Leadership Team will meet monthly to monitor student progress, Saxon reports and the effectiveness of program delivery based on data.	<p>Formative FAIR, Saxon Assessments, Success Maker, Interim Assessments, &amp; Monthly Assessments</p> <p>Summative</p> <p>Results from the 2013 FCAT Reading Assessment</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Our goal for the 2012-2013 school is to increase the performance of our ED students from 20% to 33% on the 2013 FCAT Administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (30)	33% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>5E.1. Students lack basic reading comprehension skills in order to function at grade level.</p> <p>The students lack the ability to analyze Higher Order Thinking Questioning.</p> <p>Student's knowledge of Interactive reading strategies and the use collaborative strategies while reading is minimal.</p> <p>The students lack the abilities to analyze &amp; synthesize due to minimal use of Rigor in the classroom.</p>	<p>5E.1. Identify Tier 2 and 3 students, place in appropriate intervention groups, using a Foundational Skills Continuum, and monitor student progress using data.</p> <p>Accelerated Reader</p> <p>Explicit Instruction (I do, we do, they do, you do) will be guided by the coach to ensure that the process is used during instruction.</p> <p>Implementation of ETO Framework</p> <p>Through coaching cycles provide teachers support using Webb's Depth of Knowledge.</p> <p>Develop and demonstrate the use of Higher Order Thinking Questions.</p>	<p>Classroom Teachers</p> <p>Reading Coaches</p> <p>Administration</p> <p>RtI Leadership Team</p>	<p>MTSS, Leadership Team will meet monthly to monitor student progress, Saxon reports and the effectiveness of program delivery based on data.</p>	<p>Formative FAIR, Saxon Assessments, Success Maker, Interim Assessments, &amp; Monthly Assessments</p> <p>Summative</p> <p>Results from the 2013 FCAT Reading Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading/Writing Across the Curriculum	K-5	Reading Coaches	All Reading/Language Arts Teachers and SPED Teachers	August 2012	Review of lesson plans and data on Fall Interim assessments	Reading Coach
FAIR Data Analysis	K-5	Reading Coaches	All Reading/Language Arts Teachers and SPED Teachers	September 2012	Administration and Reading Coach will observe through classroom visitations. Additional training and classroom demonstrations will be provided to those in need	Administration Reading Coaches
NGSSS Reading and Reading Item Specifications	3 - 5	Reading Coaches	Grade 3-5 Teachers	September 2012	Administration and Reading Coach will observe through classroom visitations. Additional training and classroom demonstrations will be provided to those in need.	Administration Reading Coach
Intervention/Ongoing Progress Monitoring	K-5	Reading Coaches	Interventionist	October 2012	Administration and Reading Coach will observe through classroom visitations. Additional training and classroom demonstrations will be provided to those in	Administration Reading Coaches

					need.	
RTI	K-5	Reading Coaches	Interventionists Classroom Teachers	October 2012	Administration and Reading Coach will observe through classroom visitations. Additional training and classroom demonstrations will be provided to those in need	Administration Reading Coaches
Saxon Intervention Training	K-5	Reading Coaches	K-5	August 2012	Administration and Reading Coach will monitor the implementation of Saxon through observations	Reading Coaches Administration
Differentiated Instruction	K-5	Reading Coache	All Reading/Language Arts Teachers and SPED teachers	September 2012	Classroom walkthroughs and observations	Administration

Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2011-2012 CELLA Assessment indicates that 32% met proficiency in listening and speaking.  Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 37%
2012 Current Percent of Students Proficient in listening/speaking:	
32% (32)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited opportunities to engage in collaborative activities that promote student accountable talk	1.1. Reading coaches will model and monitor application of explicit instruction through the "I Do, We Do, They Do and You Do" gradual release model and employ the coaching cycle to guide teachers in integrating the explicit teaching model, with a greater emphasis on the "They Do and You Do" portion.	1.1. Administration, ELL Chair/ Reading Coach	Convene RTI/LEP Teams to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	FAIR, District and school generated assessment data and the Phonics Screening Inventory  Summative Reading Coaches will monitor teacher progress and model effective ELL reading strategies during instruction.  Reading Coaches will provide feedback to the professional via individual conferences.  Administration will monitor instruction via informal and formal observations.  Results from the 2013 CELLA

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 2011-2012 CELLA Assessment indicates that 18% met proficiency in listening and speaking.  Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 23%
2012 Current Percent of Students Proficient in reading:	
18% (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
	2.1. Differentiated Instruction not specifically aligned to address the students individual needs	2.1. All teachers will receive on-going training in differentiated instruction and will implement differentiated approaches to instructional delivery to address various student	2.1. Administration, ELL Chair/ Reading Coach	Walkthroughs and Observations.  Review of lesson plans for evidence of differentiated instruction.	FAIR, District and school generated assessment data and the Phonics Screening Inventory  Summative

1		needs. Use the coaching cycle to support Differentiated Instruction and \ or visits to demonstration			Reading Coaches will monitor teacher progress and model effective ELL reading strategies during instruction.  Reading Coaches will provide feedback to the professional via individual conferences.  Administration will monitor instruction via informal and formal observations.  Results from the 2013 CELLA
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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 2011-2012 CELLA Assessment indicates that 12% met proficiency in listening and speaking.  Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 17%
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2012 Current Percent of Students Proficient in writing:

12% (12)

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	3.1. lack of development of supporting details, the lack of creating precision and interest by varying language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices.  Students lack the exposure to real world experiences to enrich their writing.	3.1 Increase explicit instructional protocol during writing instruction.  Expose students to mentor text which exhibits a plethora of supporting details and examples of sensory to incorporate in their writing and support improvement in writing.  Provide opportunities for students to engage in reflective journal writing and connections with real world experiences	Reading Coaches Administration	Administer and score monthly writing prompts to monitor students' progress, conduct classroom walkthroughs, monitor common planning, monitor writer's journals and adjust the focus, as needed.	Formative Students' scores on the monthly writing assessments.  Summative Results from the 2013 CELLA

CELLA Budget:

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

End of CELLA Goals



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 21% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (33)	30% (47)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics test is the Content Cluster 2, Algebraic Thinking and Data Analysis.</p> <p>Limited knowledge of process of explicit instruction, lesson planning, pacing, formulation of the essential question, closure strategies and lack of utilization of research based supplemental instruction</p>	<p>1a.1. Utilize the Gradual Release Model of responsibility when planning and delivering lessons.</p> <p>Plan lessons following the "Introduction – I DO - WE DO – You DO – Closure" format.</p> <p>Model exactly what is expected of the students before having them work on any activity, graphic organizer, or problem during the "I DO" portion of the lesson.</p> <p>Utilize Professional Learning communities to enhance teachers' knowledge of the content, unwrap benchmarks and share instructional strategies that were targeted during lesson study.</p> <p>Implement supplemental instruction and intervention for deficiencies and enrichment based on reviews of assessment data to include explicit and modeled instruction, guided and independent practice</p>	Mathematics Coach Administration Math Teachers	<p>Review lesson plans following the "Introduction - I DO - WE DO – You DO – Closure" format.</p> <p>Discuss and identify areas of need based on assessment of students during grade level meetings and student data chats.</p> <p>Re-evaluate process to ensure materials and strategy are efficient and effective..</p>	<p>Formative Gradual Release Model identified lesson plans</p> <p>Observation Of lesson delivery</p> <p>Baseline Assessment Interim Assessments FOCUS Mini Assessments</p> <p>Summative Results from the 2013 FCAT Mathematics Assessment</p>
	<p>1a.2. Lack of lesson preparation and ineffective use of common planning.</p>	<p>1a.2. Conduct common planning sessions once a week for an hour to ensure lesson will be created to increase</p>	Mathematics Coach Administration	<p>Review lesson plans following the "Introduction -I Do, We do, They do, You do, closure" format".</p>	<p>Formative Interim Assessments FOCUS Mini Assessments</p>

2	Limited Exposure to real world application in mathematics	<p>student achievement.</p> <p>Increase the use of real world applications through project base learning activities and the inclusion of word problems to reinforce mathematics concepts in small group settings.</p> <p>Conduct think-alouds while solving a problem or reading the text to explain thought process or thinking patterns.</p> <p>Identify grade appropriate supplemental word problem materials.</p>		<p>Discuss and identify areas of need based on assessment of students during grade level meetings and student data chats.</p> <p>Re-evaluate process to ensure materials and strategy are efficient and effective</p>	Summative Results from the 2013 FCAT Mathematics Assessment
3	<p>1a.3. Limited knowledge of collaborative strategies.</p> <p>Low usage of computer-assisted technology</p>	<p>1a.3. Select three collaborative strategies , list the steps on posters, display in classroom and use one per lesson during "They Do"</p> <p>Use collaborative strategies to foster increased student accountable talk and ownership of learning</p> <p>Increase the utilization of computer-assisted programs (CAP), including FCAT Explorer, Gizmos, and Success Maker during the 20 minute small group independent practice, teacher directed lesson or learning center activity.</p>	Mathematics Coach Administration	<p>Conduct grade level discussions to attain teacher feedback on the effectiveness of collaborative strategies and of computer-assisted program in reference to student achievement.</p> <p>Review CAP reports generated weekly to ensure students are making adequate progress.</p>	<p>Formative Baseline Assessment Interim Assessments FOCUS Mini Assessments</p> <p>Summative Results from the 2012 FCAT Mathematics Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 9% of students achieved Levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase the number of students scoring Levels 4 and 5 by 4% for the new year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (14)	13% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	2a.1.  Limited preparation for lessons, familiarity of reading strategies, classroom opportunities for exploration and the development of higher order thinking skills.	2a.1. Conduct common planning sessions once a week for an hour to ensure lesson will be created to increase student achievement.  Incorporate reading and writing strategies into Mathematics instruction.  Utilize reading comprehension strategies whenever reading from the text during whole class instruction.  Use the interactive whiteboard to display the text and model the selected strategy while the class follows along.  Observe appropriate utilization of grade level hands-on supplemental material, as well as visual representation of real world mathematics concepts.	Mathematics Coach Administration Math Teachers	Review ongoing student authentic work that targets applications of the skills taught.	Formative Student Authentic work, CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Coaches' Log Administrators 'Log  Summative Results from the 2013 FCAT Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 57% of students made learning gains in Mathematics.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the number of students making learning gains to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (49)	67% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	<p>3a.1. The area of deficiency as noted by the 2012 FCAT mathematics test is Number Sense for Grades 3 and 4. Fifth Graders have shown deficiencies in Expressions, Equations and Statistics.</p> <p>Limited time for students to utilize computer-assisted technology and inconsistent implementation of small group instruction during the Mathematics instructional block</p>	<p>3a.1. Engage students in hands on and small group instruction.</p> <p>Increase the utilization of Computer-assisted programs (CAP) including, FCAT Explorer and Success maker.</p> <p>Implement a rotation schedule for small group instruction during the 60 minute Mathematics block to provide tailored instruction based on mini assessments.</p> <p>Provide contexts for mathematical exploration and the development of student understanding of number sense and operations by providing hands-on or virtual manipulatives, with increased opportunities for abstract practice.</p> <p>Use manipulatives during instruction to draw connections to representational and abstract concepts. Model</p>	<p>Mathematics Coach Administration</p>	<p>Review formative mini assessment data reports to adjust instruction as needed to maintain progress.</p> <p>Conduct grade level discussions with teachers to obtain feedback on effectiveness of strategies/lessons taught.</p>	<p>Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer</p> <p>Summative Results from the 2012 FCAT Mathematics Assessment</p>

		the use of manipulatives each time before students work with them individually or in small groups.			
3	3a.2. Limited usage of data to drive instruction and pacing of lesson.	3a.2. Incorporate various methods (i.e., whole group differentiation, centers, and varying learning modalities) of differentiated instruction into mathematics lesson.	Mathematics Coach Administration	Review formative mini assessment data reports to adjust instruction as needed to maintain progress	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT Mathematics Assessment
4	3a.3. Lack of familiarity with available resources to teach Mathematics concepts.	3a.3. Develop a plan for the creation of a K-5 Math Lab where students can take part in whole group and differentiated Instruction.  Develop a calendar for K-5 to utilize the Math Lab where students can take part in whole group and differentiated instruction.	Mathematics Coach Administration	Review formative mini assessment data reports to adjust instruction as needed to maintain progress.  Conduct observations of student engagement in the Math Lab.	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT Mathematics Assessment
5	3a.4. Limited student engagement during instructional block	3a.4. Use data to create goals and drive instruction.  Utilize previous year's FCAT data (or baseline data for 3rd graders) to set class-wide and individual students goals during the first week of school.  Create and post classroom data charts to display student progress following each assessment.  Engage students in debriefing process by meeting with students individually to discuss strengths and deficiencies from each assessment.	Mathematics Coach Administration	Review formative mini assessment data reports, conduct classroom walkthroughs to adjust instruction as needed to maintain progress.	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT 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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 68% of students made learning gains in Mathematics.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the number of students making learning gains to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (22)	73% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	<p>4a.1. The area of deficiency as noted by the 2012 FCAT mathematics test is Number Sense for Grades 3 and 4. Fifth Graders have shown deficiencies in Expressions, Equations and Statistics.</p> <p>Limited time for students to utilize computer-assisted technology and inconsistent implementation of small group instruction during the Mathematics instructional block.</p>	<p>4a.1. Engage students in hands on and small group instruction.</p> <p>Increase the utilization of Computer-assisted programs (CAP) including, FCAT Explorer and Success maker.</p> <p>Implement a rotation schedule for small group instruction during the 60 minute Mathematics block to provide tailored instruction based on mini assessments.</p> <p>Provide contexts for mathematical exploration and the development of student understanding of number sense and operations by providing hands-on or virtual manipulatives, with increased opportunities for abstract practice.</p> <p>Use manipulatives during instruction to draw connections to representational and abstract concepts. Model the use of manipulatives</p>	<p>Mathematics Coach Administration</p>	<p>Review formative mini assessment data reports to adjust instruction as needed to maintain progress.</p> <p>Conduct grade level discussions with teachers to obtain feedback on effectiveness of strategies/lessons taught</p>	<p>Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer</p> <p>Summative Results from the 2012 FCAT Mathematics Assessment</p>

		each time before students work with them individually or in small groups.			
3	4a.2. Lack of effective usage of time and data to drive instruction during Differentiated Instruction	4a.2. Incorporate various methods (i.e., whole group differentiation, centers, and varying learning modalities) of differentiated instruction into mathematics lesson	4a.2. Mathematics Coach Administration	4a.2. Review formative mini assessment data reports to adjust instruction as needed to maintain progress.	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT Mathematics Assessment
4	4a.3. Lack of familiarity with available resources to teach Mathematics concepts	4a.3. Develop a plan for the creation of a K-5 Math Lab where students can take part in whole group and differentiated Instruction.  Develop a calendar for K-5 to utilize the Math Lab where students can take part in whole group and differentiated instruction.	Mathematics Coach Administration	Review formative mini assessment data reports to adjust instruction as needed to maintain progress.  Conduct observations of student engagement in the Math Lab.	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT Mathematics Assessment
5	4a.4. Limited student engagement during instructional block	4a.4. Use data to create goals and drive instruction.  Utilize previous year's FCAT data (or baseline data for 3rd graders) to set class-wide and individual students goals during the first week of school.  Create and post classroom data charts to display student progress following each assessment.  Engage students in debriefing process by meeting with students individually to discuss strengths and deficiencies from each assessment.	Mathematics Coach Administration	Review formative mini assessment data reports, conduct classroom walkthroughs to adjust instruction as needed to maintain progress.	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT 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%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	45	51	56	62	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2011-2012 FCAT Math Test indicate that 34% of students in the Black subgroup met proficiency and 35% of the Hispanic subgroup met proficiency.  Our goal for the 2012-2013 school is for 43% of the students in the Black subgroup meet proficiency and 47% of the students in the Hispanic subgroup meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 34% (24) Hispanic: 35% (28)	Black: 43% (31) Hispanic: 47% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited evidence of small group instruction with consistency.  The Hispanic subgroup attained AYP, however there must be a emphasis on the implementation of small group differentiated instruction with fidelity.	Survey students to identify interest and learning styles and review assessment data to determine readiness levels.  Implement a rotation schedule for small group in the classroom and utilize graphs, charts, virtual and hands on manipulatives with researched based materials and activities that are focused on specific skills and problem solving.  RTI team members will provide teachers with visual manipulative. Provide support in the implementation of manipulatives, graphs and charts.	Mathematics Coach Administration RTI Leadership Team	Monitor implementation of the use of manipulatives, graphs and charts during explicit instruction.	Formative CAP Reports generated from Gizmos, Success Maker & FCAT Explorer, Star Math Intervention  Bi-Weekly Assessment Edusoft data reports  Summative Results from the 2012 FCAT Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2010-2011 FCAT Mathematics Test indicate that 61% of students in the ELL subgroup made learning gains in Mathematics.  Our goal for the 2011-2012 school year is to increase student proficiency by four percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(22 )	65% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1					
2	Limited knowledge of content vocabulary and English Language acquisition skills.	Provide tailored instructional strategies based on stages of language acquisition, real life context and hands-on practice for students utilizing visuals, mathematics instruments and manipulatives to develop understanding of number concepts during small group instruction of the 60 minute instructional block.  Teachers include ELL strategies during "I DO" portion of lesson  Teachers will pair students with non ELL students during the "They Do" portion of the lesson.	Mathematics Coach Administration	Monitor utilization of manipulatives and visuals during instruction delivery during class walk through.	Formative Bi-weekly Assessment Edusoft data reports  CAP Reports generated from Gizmos, Success Maker and FCAT Explorer.  Summative Results from the 2013 FCAT Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2011-2012 FCAT Mathematics Test indicate that 7% of students in the SWD subgroup met proficiency  Our goal for the 2012-2013 school year is to increase student proficiency to 38%
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	38% (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	Lack of effective usage of time and data to drive instruction during Differentiated Instruction.	Incorporate various methods (i.e., whole group differentiation, centers, and varying learning modalities) of differentiated instruction into mathematics lesson	Mathematics Coach Administration	Review formative mini assessment data reports to adjust instruction as needed to maintain progress.	Formative Mini assessments CAP Reports generated from Gizmos, Success Maker and FCAT Explorer  Summative Results from the 2012 FCAT Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2011-2012 FCAT Mathematics Test indicate that 33% of students in the ED subgroup met proficiency
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Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to increase student proficiency to 45%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (50)	45% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent implementation of appropriate and adequate instruction of the mathematics curriculum and adherence to the recommended strategies contained within the District Pacing Guide with fidelity.	Provide consistent differentiated instruction using web based, real world experiences and hands-on practice for students utilizing manipulatives to develop understanding of number concepts during small group instruction within the 60 minute instructional block.  Infusing literacy in the mathematics classroom to 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, interactive "Word Walls" created by the teacher and students in conjunction with each lesson.	Mathematics Coach Administration	Monitor implementation of small groups with differentiated instruction, utilization of manipulatives, visuals, relevant literature and interactive word walls during instruction delivery during class walk through	Formative Bi-weekly Assessment Edusoft data reports  Summative Results from the 2013 FCAT Mathematics Assessment

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Success Maker White Boards  Discovery	Grades 3-5	Mathematics Coach	Mathematics Teachers	September 2012	Provide teacher training on new technology. Intervention Schedule; Reports from Computer-assisted Programs(CAP)	Administration Mathematics Coach
Observational Classroom Modeling	Grades 3-5	Mathematics Coach	Mathematics Teachers	September 2012	Prepare an agenda prior to meetings. Establish Model classroom and create a schedule for peer observation.	Mathematics Coach Administration
					Lead teachers in the lesson study process focusing on specific instructional strategies from ETO Action	

Lesson Study	K-5	Mathematics Coach Assistant Principal	K-5 Mathematics Teachers	February 2013	Plan. Conduct consistent follow ups to monitor the implementation of strategies learned during the lesson study. Utilize PLC to enhance teachers' knowledge of the content, unwrap benchmarks, and share instructional strategies that were targeted during lesson study.	Administration Mathematics Coach
Differentiated Instruction	K-5	Mathematics Coach	Mathematics Teachers	November 2012	Mathematics Small Group Rotation Schedule	Administration Mathematics Coach
Gradual Release	K-5	Mathematics Coach	Mathematics Teachers	November 2012	Conduct common planning sessions. Conduct consistent follow ups to monitor the implementation of the I DO, We DO, You DO model during the mathematics lesson delivery.	Mathematics Coach Administration

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The results of the 2011-2012 FCAT Science Test indicate that 7% of students in grade five achieved proficiency (FCAT Level 3).  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

7% (3)

13% (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					
2	<p>1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Big Idea: Physical Science</p> <p>Limited exposure to instructional strategies and activities that are link to increased rigor through inquiry-based learning in Earth Space science.</p>	<p>Utilize the Gradual Release Model of Responsibility when planning and delivering lessons.</p> <p>Plan lessons following the "Introduction-I Do-We Do—They Do-You Do-Closure" format.</p> <p>Utilize GIZMOS to enhance the learning process in Earth Space science.</p> <p>Require student accountable talk to justify correct answers and explain incorrect answers.</p> <p>Incorporate higher-order thinking strategies through the application of Norman Webb's Depth of Knowledge information with regard to questioning techniques.</p> <p>Use questioning techniques such as re-directing, wait-time, and prompting. Encourage students to research answers to questions that may be off-topic in order to keep the class on task.</p> <p>Engage students in "think-pair-share" and write-pair-share" activities during teacher modeled instruction and guided practice when asking high-order questions.</p>	Science Coach Administration	<p>Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.</p>	<p>Formative District assessment and school generated assessments</p> <p>Summative The Science Coach will monitor teacher progress and model effective science strategies for the teacher during instruction.</p> <p>The Coach will provide feedback to the professional via Lesson Feedback Forms, PLC's, and individual conferences.</p> <p>The Administration will monitor instruction via informal and formal observations.</p> <p>Results from the 2013 FCAT Science Assessment</p>
	<p>1a.2. Uniformity in teaching of effective reading strategies across the curriculum to promote connections between science and other subjects and strengthening of</p>	<p>1a.2. Incorporate reading and writing strategies into science instruction.</p> <p>Schedule the literacy coach during common planning to model</p>	Science Coach Administration	<p>Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, class and individual monitoring reports and</p>	<p>Formative District assessment and school generated assessments</p> <p>Summative The Science Coach and</p>

3	previously taught strategies.	<p>effective reading strategies.</p> <p>Utilize reading comprehension strategies during teacher directed instruction from the text.</p> <p>Minimize copying from the board by providing students with printed text/materials needed for lesson to paste into their journals and model how to underline or highlight important concepts.</p> <p>Use structured (pre-printed) graphic organizers (i.e. flip charts), Venn Diagrams, folders, webs, T-charts, etc.) during activities. Ensure that students understand how to complete the graphic organizer by first modeling each step.</p>		<p>monitoring of common planning to ensure progress is being made and adjust instruction as required.</p>	<p>Administration will monitor instruction via informal and formal observations.</p> <p>Reviews of student journal entries, graphic organizers, and current events that are pasted and/or stapled into the science journal.</p> <p>Results from the 2012 FCAT Science Assessment</p>
4	<p>1a.3. Limited knowledge of teachers in key content and confidence in the operation of a science investigation and lab report completion.</p>	<p>1a.3. Take part in regular embedded professional development.</p> <p>Conduct common planning sessions weekly for each grade level to be run by the instructional coach. Prepare an agenda prior to the meetings and complete a log to document meeting notes.</p> <p>Utilize Professional Learning Communities to enhance teachers' knowledge of the content, unwrap benchmarks, and share instructional strategies that were targeted during Lesson Study.</p> <p>Provide teachers training on new technology (i.e., Interactive Whiteboards, Discovery, Gizmos). Select an "expert" teacher for each technology for teachers to contact for support</p> <p>Incorporate the use of online activities with interactive technology such as FOCUS, FCAT Explorer, GIZMO, and Brain Pop.</p>	Science Coach Administration	<p>Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.</p>	<p>Formative District assessment and school generated assessments</p> <p>Summative The Science Coach and Administration will monitor instruction via informal and formal observations.</p> <p>Reviews will be conducted of lab reports located in science student journals and assessed by using a Rubric Scale to facilitate systematic evaluations.</p> <p>Results from the 2013 FCAT Science Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:		The results of the 2011-2012 FCAT Science Test indicate that 0% of students achieved Levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the number of students scoring above proficiency by three percentage points to 3%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%		3% (1)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers' proficiency with regard to disaggregate of the data in order to strengthen knowledge base of learners' needs.	2a.1. Use data to create goals and drive instruction.  Engage students in the debriefing process by developing student data-chat folders and individually meeting with students to discuss strengths and deficiencies from each assessment.  Bell Ringers and other forms of assessment aligned with the NGSSS will be	Science Coach Administration	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	Formative District generated assessments aligned with NGSSS and school generated assessment results.  Summative The Science Coach and Administration will monitor instruction via informal and formal observations.

	administered regularly.  Alternative assignments and /or projects will be assigned to students that are performing at a proficient level on assessments.		Results from the 2012 FCAT Science 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:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	K-5	Science Coach	K-5 Teachers	September 2012	Classroom Observations	Science Coach Administration
Gradual Release	K-5	Science Coach	K-5 Teachers	November 2012	Conduct common planning sessions. Conduct consistent follow ups to monitor the implementation of the I DO, We DO, You DO model during the mathematics lesson delivery.	Science Coach Administration
Application of Norman Webb's Depth of Knowledge	K-5	Science Coach	K-5 Teachers	November 2012	Classroom Observations	Science Coach Administration

Science Budget:

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

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	2012-2013 FCAT Writing Assessment indicate that 46% of students in grade four achieved adequate yearly progress.  Our goal for the 2012-2013 school year is to increase the percentage of students in grade four achieving adequate yearly progress by 5 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (18)	52% (20)

### 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	One area of deficiency as noted on the 2012 administration of the FCAT Writing Test was the lack of development of supporting details, the lack of creating precision and interest by varying language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices.	Increase explicit instructional protocol during writing instruction.  Increase reading of mentor text which exhibits a plethora of supporting details and examples of sensory to incorporate in their writing and support improvement in writing.	Reading Coaches Administration	Administer and score monthly writing prompts to monitor students' progress, conduct classroom walkthroughs, monitor common planning, monitor writer's journals and adjust the focus, as needed.	Formative Students' scores on the monthly writing assessments.  Summative Results from the 2013 FCAT Writing Assessment



Students lack the exposure to real world experiences to enrich their writing.	Provide opportunities for students to engage in reflective journal writing and connections with real world experiences. Provide additional practice with the editing process allowing the students to revise work and locate areas of improvement with a focus on conventions.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Writing Process	3-4	Reading Coach	3-4	September 2012	Monthly Writing Assessments	Administration/ Reading Coaches
Unwrapping the Rubric	3-4	Reading Coach	3-4	October 2012	Monthly Writing Assessments	Administration/ Reading Coaches
Components of FCAT Writing	3-4	Reading Coach	3-4	November 2012	Monthly Writing Assessments	Administration/ Reading Coaches
Differentiated Instruction in Writing	3-4	Reading Coach	3-4	November 2012	Monthly Writing Assessments	Administration/ Reading Coaches
Types of Mentor Text	3-4	Reading Coach	3-4	November 2012	Monthly Writing Assessments	Administration/ Reading Coaches

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
			<b>Grand Total: \$0.00</b>

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 2011-2012 overall attendance rates for Kindergarten through Fifth Grade were 91.51%. During 2012-2013 the average attendance rate will increase by 1 percentage points to 92.51%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
91.51% (389)		92.51% (393)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
194		184			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
95		90			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

2	Students in the community lack initiative.	<p>. Conduct daily public address announcements to recognize homerooms with perfect attendance.</p> <p>Schedule and implement recognition for perfect attendance during awards assemblies.</p> <p>Identify and monitor students with chronic late reporting to school to encourage on time arrivals. Recognition for improvements will be provided for students and their parents/guardians.</p> <p>Community Involvement Specialist and Social Worker will visit homes of students with 5 or more absences</p>	Principal and Assistant Principal Social Worker Community Involvement Specialist	<p>Feedback will be solicited from teachers and students.</p> <p>Review of Attendance Review Committee (ARC) records</p>	<p>Formative Teacher, parent/guardian, student feedback</p> <p>Summative Positive Behavior Support (PBS) School Wide Information System (RTIB) Reports</p> <p>District Attendance Reports</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct	Pre-K-5	Assistant Principal	School Site Personnel	August 2012- June 2013	Utilize classroom walk-through to monitor the understanding of the Code of Student Conduct	Administration
Implementation Positive Behavior Support (PBS)	Pre-K-5	Assistant Principal	School Site Personnel	August 2012- June 2013	Utilize classroom walk-through to monitor application of PBS rewards	Administration PBS Coach
Site Attendance Improvement Plan	Pre-K-5	Assistant Principal	School Site Personnel	August 2012- June 2013	Number of students acknowledged for improved attendance	Administration

Attendance Budget:

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

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	The overall number of suspensions for Kindergarten through fifth grade during the 2011-2012 school year was 141. During 2012-2013 school year the overall number of suspensions will decrease to 127.				
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				
141	127				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
72	65				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Inadequate classroom management skills	.1. Implement Positive Behavior Support (PBS) school wide classroom management program, based on proactive measures to effect appropriate student	1.1. Classroom Teachers Principal Assistant Principal	.1. Review Classroom Walkthroughs and support teacher, as needed	1.1. Formative Classroom Walkthrough Checklist  Summative Positive Behavior

1		behavior. Provide classroom teachers with effective strategies to maintain appropriate classroom management.			Support (PBS) School Wide Information System (SWIS) Reports  District Suspension Report
2	1.2. Lack of student understanding of school expectations regarding appropriate behavior	1.2. Provide ongoing affective lessons with regard to anti-bullying, conflict resolution and appropriate school behavior which promote a positive school atmosphere conducive to learning.  Monitor instruction regarding appropriate conduct and expectations by classroom teachers.	1.2. Student Services personnel  Classroom Teachers  Administration	1.2. Review of lesson plans and observations of implementation of effective curriculum activities and monitoring of active implementation of classroom expectations regarding student conduct	1.2. Formative Student Case Management Forms  Summative Positive Behavior Support (PBS) School Wide Information System (SWIS) Reports
3	1.3. Lack of Parental Support	1.3. Provide parents with academy workshops focusing on the principles of PBS.	1.3. Students Services personnel  Community Involvement Specialist (CIS)  Principal  Assistant Principa	1.3. Survey parents as to the effectiveness of the PBS strategies presented in the home.	1.3. Formative Feedback during parent workshops  Summative Parent Survey Parent Participation Sign-in sheets/logs

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
Implementation Positive Behavior Support (PBS)	Pre-K-5	Assistant Principal	All School Site Personnel	August-June 2013	Utilize classroom walk-through to monitor the application of PBS	PBS Team Administration
Code of Student Conduct	Pre-K-5	Assistant Principal	All School Site Personnel	August-June 2013	Utilize classroom walk-through to monitor the understanding of the Code of Student Conduct	PBS Team Administration

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Our goal for the 2012-2013 school year is to increase parent contacts from 131 to remaining the same as the previous year.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
131		144			
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 participation in school wide activities by parents/guardians resulting from transportation needs and work schedules.	Facilitate a team mentoring program for parents who are fluent in the paired parents' home language. Provide opportunities for the mentor parents to contact new families and invited them to attend PTA/Parent group programs at the school. The mentor parent may offer to coordinate transportation or arranging to meet the parent at the entrance of the school.  Plan a family event on a weekend evening to promote parental	Community Involvement Specialist (CIS) Administration	Review sign-in sheets/logs to determine the number of limited English Proficient parents attending school or community events	Formative Parent Contact Logs and Attendance Sign-in Sheets  Summative Community Involvement Specialist Telephone and Visitation Logs will be used to monitor parent contacts.

		attendance.  PTA National Standards for Family School Partnerships Assessment Guide (Standard 1-Welcoming All Families into the School Community, Excelling, page 5).			
2	Limited knowledge of parents/guardians with regard to understanding of information, descriptions and explanations of the curriculum in use at the school.	Plan, recruit and advertise parent workshops for family members to share information, descriptions and explanations of the curriculum.  PTA National Standards for Family School Partnerships Assessment Guide (Standard 1-Welcoming All Families into the School Community, Excelling, page 5).	Community Involvement Specialist (CIS)  Administration	Review sign-in sheets/logs to determine the number of parents attending school or community events.	Formative Parent Contact Logs and Attendance Sign-in Sheets  Summative Parent Involvement School Report
3	Limited parental understanding of student assessment data and how analysis of this data impacts teaching and learning.	Plan, recruit and advertise parent workshops for family members to share how student assessment data is utilized to improve student achievement	Community Involvement Specialist (CIS) Administration Instructional Coaches	Review sign-in sheets/logs to determine the number of parents attending school or community events.	Formative Parent Contact Logs and Attendance Sign-in Sheets  Summative Parent Involvement School Report
4					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data Analysis	K-5	Reading Coaches	Parents/Guardians	September 2012 December 2012 May 2013	Review Sign-in Sheets/logs to determine the number of parents in attendance.	Administration, Reading Coaches
Title 1 in Action	K-5	Reading Coaches CIS	Parents/Guardians	September 2012 December 2012 May 2013	Review Sign-in Sheets/logs to determine the number of parents in attendance.	Administration, Reading Coaches

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of understanding in providing opportunities for students to make correlation between Math and Science.  Securing teacher and parental involvement to incorporate SECME club in school	1.1. Lack of understanding in providing authentic opportunities for students to make correlation between Math and Science.  Securing teacher and parental involvement to incorporate SECME club in school	1.1. Incorporate a SECME club within the school to encourage STEM.  Increase participation in District level competitions	Math Coach Science Coach	# of students participating in club

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
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SECME	3-5	Math Coach Science Coach Assistant Principal	3-5th Grade Content teachers	December 2012	Number of participants in competitions	Content Coaches Administration
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STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/13/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The Educational Excellence School Advisory Council(EESAC) activities will center on monitoring implementation of the School Improvement Plan, provision of recommendations to the principal for school improvement, strategies to improve student and school personnel attendance, support of extracurricular activities which support academic initiatives such as the Literature Parade, Science

Fair projects, Engineering projects, Field Day and increased parental participation in school related activities.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District FREDERICK R. DOUGLASS ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	60%	63%	21%	181	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	77%			133	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?	47% (NO)	87% (YES)			134	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					448	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District FREDERICK R. DOUGLASS ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	41%	66%	23%	166	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	45%	50%			95	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	53% (YES)			97	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					358	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested