

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HENRY M. FLAGLER ELEMENTARY SCHOOL

District Name: Dade

Principal: Ms. Zulema C. Lamazares

SAC Chair: Corinthia Johnson

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/23/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Zulema C. Lamazares	Degrees: Bachelor of Arts Elementary Education Master's of Science Reading Education Educational Specialist Educational Leadership	1	14	Years 12 11 10 09 08 School Grade B A A A A AMO _Rdg -N, Math - N _____ High Standards Rdg. 64 80 77 76 76 High Standards Math 59 77 78 79 78 Lrng Gains-Rdg. 80 64 73 70 58 Lrng Gains-Math 49 63 56 65 67 Gains-Rdg-25% 75 77 74 66 52 Gains-Math-25% 38 64 53 60 75
Assis Principal	Chandra D. Davis	Degrees: Bachelor of Arts English /Minor in Political Science Master's of Science Educational Leadership	1	6	Years 12 11 10 09 08 School Grade A c C A P AMO Rdg. - N, Math - N _____ High Standards Rdg. 64 60 57 50 4 High Standards Math 74 73 69 50 10 Lrng Gains-Rdg. 68 51 55 66 45 Lrng Gains-Math 59 61 52 81 55 Gains-Rdg-25% 64 60 57 57 61 Gains-Math-25% 73 73 55 83 11

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	Marilyn Fernandez	Degrees Bachelor of Arts Elementary Education Master's of Science Elementary Education Certifications Elementary Education ESOL K-12	10	14	12'11'10 '09 '08 '07 School Grade B A A A A AMO Rdg - N High Standards Rdg. 60 83 84 80 71 72 High Standards Math 60 82 83 82 78 72 Lrng Gains-Rdg. 78 74 76 76 68 75 Lrng Gains-Math 63 54 61 72 81 68 Gains-Rdg-25% 77 64 67 69 66 73 Gains-Math-25% 56 58 66 82 86
Math/Science	Adriana Otero	Degrees Bachelor of Arts Elementary Education Certification TESOL K-12	1	1	12 11 10 09 08 School Grade B A A A A AMO Math - N High Standards Rdg. 64 80 77 76 76 High Standards Math 59 77 78 79 78 Lrng Gains-Rdg. 80 64 73 70 58 Lrng Gains-Math 49 63 56 65 67 Gains-Rdg-25% 75 77 74 66 52 Gains-Math-25% 38 64 53 60 75

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Job embedded professional development opportunities will be provided through teacher planning days and faculty meetings. Based on data reviewed there will be specific and focused professional developments on strategies to increase the areas of deficiencies.	Assistant Principal Grade Level Chairperson	June 2013	
2	2. Leadership opportunities for Instructional staff are encouraged to assist the Administrative Team with duties and responsibilities of the operations of the school.	Principal Assistant Principal	June 2013	
3	3. Teachers have the opportunity to meet with department chairs once a week to plan, review the upcoming week's lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.	Principal Assistant Principal	June 2013	
4	4. New Teachers will meet with the Principal/Assistant Principal for extra support in any specific subject area..	Principal Assistant Principal	June 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
N/A	

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
63	0.0%(0)	28.6%(18)	33.3%(21)	38.1%(24)	38.1%(24)	100.0%(63)	4.8%(3)	6.3%(4)	81.0%(51)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Henry M. Flagler Elementary School provides tutoring services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. 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 at Henry M. Flagler Elementary School include an extensive Parental Program and special support services to special needs populations such as homeless and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part D

Henry M. Flagler will involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child left behind and other referral services. Henry M. Flagler Elementary will increase parental involvement through developing our school's Title I annual meeting and other documents necessary in order to comply with dissemination and reporting requirements. Henry M. Flagler Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy, etc. with flexible times to accommodate our parents and build their capacity for involvement.

Henry M. Flagler Elementary School ensures that services are provided for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Henry M. Flagler Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation and for ELL the Bilingual Education Program

Violence Prevention Programs

Henry M. Flagler Elementary School offers a non-violence and anti-drug (DARE) program to students that have incorporated field trips, guest speakers, community service and counseling services. There is also a partnership with The Institute for Child and Family Health Inc. which incorporates violence prevention in the counseling sessions as well as the (SAVE) Students Against Violence Program.

Nutrition Programs

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

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Students will gain an understanding of business and various career pathways through participation in our annual Career Day program.

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team consists of faculty and administrators from across the curriculum.

This includes:

- Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS/RtI). Provides a common vision for the use of data driven instruction and decision- making. Conveys information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.
- Assistant Principal: Assist with ensuring that the implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS/RtI). Assist with providing a common vision for the use of data driven instruction and decision- making. Assist with conveying information to parents regarding (MTSS/RtI) plans and activities the school will provide to effectively enhance student achievement.
- Selected General Education Teachers (Language Arts, Reading, Mathematics, Science, Social Studies, and Foreign

Language): Provides information about core instruction, assist in data collection, participate in data chats, and collaborate with others to implement intervention strategies within the delivery of instruction.

- Reading Instructor: Identifies and analyzes scientifically based assessments and intervention approaches. Identifies systematic patterns of student need to appropriately implement evidence-based intervention strategies. Assist in the implementation of progress monitoring, data collection, data analysis, and support teachers by providing professional development opportunities.

- Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.

- ESE Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for ESE students.

- ESOL Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for ESOL students.

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

The MTSS/RtI Leadership Team functions and works with other school teams in the following capacity:

- The team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress Monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits
- Develop intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students

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

The MTSS/RtI Leadership Team:

- Monitors and adjust the school's academic and behavioral goals through data gathering and analysis
- Drives professional development decisions
- Discusses strategies to implement through the year to increase student achievement
- Collaborates with teams to make informed decisions on MTSS/RtI implementation
- Gathers input for the on-going development of the team

MTSS Implementation

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

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

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

2. Managed data will include:

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0 Testing
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Parent Letters

- Referrals
- Attendance / Tardiness
- Referral request to special education programs
- Suspensions/ Indoor-Outdoor

Describe the plan to train staff on MTSS.

Professional Development and Support will include:

- Administrators and staff training on MTSS/RtI problem solving and data analysis process
- Continuous support for staff to understand the basic MTSS/RtI principles and procedures

Describe the plan to support MTSS.

- Administrators and staff training on MTSS/RtI problem solving and data analysis process
- Continuous support for staff to understand the basic MTSS/RtI principles and procedures

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Zulema C. Lamazares- Principal
- Chandra D. Davis- Assistant Principal
- Jannet Sannchez- Counselor
- Marilyn Fernandez-Reading Coach
- Adriana Otero-Math Coach
- Iggy Monsalve-ESE Chairperson
- Marcela Benivides-ESOL Chairperson
- Ana Colon-Media Specialist
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- Grade K-5/Grade Level Chairs
- Yvette Hobbs-Kindergarten
- Maria Garcia- 1st Grade
- Jennifer Quinn- 2nd Grade
- Twyla Johnson-Miller- 3rd Grade
- Mary Cuevas- 4th Grade
- Karina Granado- 5th Grade

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

- Meet once a month to ensure the infusion of literacy in the curriculum
- Access goals for increasing student achievement in literacy
- Analyze data and implement strategies for targeted instruction
- Provide research-based professional development

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

- Build a learning community that involves all stakeholders
- Develop a school-based literacy action plan
- Develop a writing plan to increase writing across the curriculum
- Create an intervention plan for bubble students

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/23/2012)

*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.

The Voluntary Pre-Kindergarten (VPK) program at Henry M. Flagler Elementary School provides students with the opportunity to acquire proficiency in language and emergent reading skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the Houghton Mifflin Literacy Program, the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Classroom experiences and school wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the enrollment of students at the school. The principal will also meet with the center directors of neighborhood centers.

Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 25% of the level 3 students achieved proficiency. Our goal for 2012-2013 is to increase level 3 student's proficiency by 6 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(113)	31%(140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be successful.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.	Administrative Team Grade Level Chairpersons Reading Coach MTSS/RtI Literary Leadership Team	Using FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through. Student success on vocabulary bee.	Formative: Interim Assessments Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 30% of the level 4 students achieved proficiency. Our goal for 2012-2013 is to increase level 3 student's proficiency by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (137)	33% (149)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be successful.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily	Administrative Team Literacy Leadership Team MTSS/RTI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through. Student success on vocabulary bee.	Formative: Interim Assessment Summative: 2013 FCAT 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 2012 FCAT Reading Test indicate that 78% of the students achieved proficiency in learning gains. Our goal for 2012-2013 is to increase level 3 student's proficiency by 5 percentage points to 83%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (219)	83% (233)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be successful.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through. Student success on vocabulary bee.	Formative: Interim Assessment Summative: 2013 FCAT 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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 77% of the students in the lowest 25% achieved proficiency. Our goal for 2012-2013 is to increase level 3 student's proficiency by 5 percentage points to 82%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (54)	82% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be successful.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Tutoring will be provided through pull-out/push-in daily.	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through. Student success on vocabulary bee.	Formative: Interim Assessments Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal is to decrease by 50% the non-proficient students from the Baseline Assessment of 2011 to the administration of the 2017 FCAT 2.0. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	68	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of 2011-2012 FCAT Reading Test indicate that 60% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 60% (259)	Hispanic: 68% (293)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was Reporting Category 2, Reading Application. Students lack strategies to identify author's purpose, main idea, cause and effect relationships, compare/contrast elements, and themes/topics.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Students will learn and utilize new words daily.	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through. Student success on vocabulary bee.	Formative: Interim Assessments Summative: 2013 FCAT Assessment
2					
3					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 51% of the students in the ELL subgroups achieved proficiency. Our goal for 2012-2013 is to increase the ELL student's proficiency by 7 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (84)	58% (96)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be successful.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships from context. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words. Tutoring will be provided through push-in/pull-outs daily.	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through.	Formative: Interim Assessments Summative: 2013 FCAT Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 7% of the students in the SWD subgroup achieved proficiency. Our goal for 2012-2013 is to increase the SWD student's proficiency by 23 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (2)	32% (9)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Teachers will emphasize strategies for deriving word meaning and word relationships	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides	Formative: Interim Assessments Summative: 2013 FCAT Assessment

successful.	from context. Instruction will be given on the meanings of words, phrases, and expressions to familiarize meanings of unfamiliar words.	through classroom walk-through.
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT indicate that 57% of the students in the ED subgroup achieved proficiency. Our goal for 2012-2013 is to increase ED student's proficiency by 11% percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(233)	68%(277)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students lacked the skills necessary to be successful.	Students will utilize strategies such as: context clues, concept maps, word attack and word walls. Students will use sentence and word context to determine meaning. Teachers will emphasize strategies for deriving word meaning and word relationships from context.	Administrative Team Literacy Leadership Team MTSS/RTI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-throughs.	Formative: Interim Assessments Summative: 2013 FCAT Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/RTI Training	K-5	District Trainer MTSS/RTI	School Wide	September 17, 2012	Student assessment	Administrators
FCAT 2.0 Reading Benchmarks	3-5	Marilyn Fernandez Reading Coach	Teachers Grades 3-5	September 26, 2012	Lesson Plans and classroom visits	Reading Coach Grade Level Chairperson Administration
Effective Application of Literacy Skills	K-5	Marilyn Fernandez Reading Coach	School Wide	October 26, 2012	Lesson Plans and classroom visits	Reading Coach Grade Level Chairpersons Administration
Common Core Standards	K-5	District Trainer	K-5	November 9, 2012	Lesson Plans and classroom visits	Reading Coach Grade Level Chairpersons 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
Before and After school tutoring	Instructional Reading Resources	Title I	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of 2012 CELLA Test indicate that 42% of the English Language Learners achieved proficiency in listening/speaking. Our goal is to increase student proficiency			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
42% (187).					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was Listening. Students lacked the skills necessary to be successful	Students will interact with each other to discuss the experience and what it meant to them. Students will draw pictures about something interesting about a creating a personal viewpoint.	Administrative Team Leadership Team MTSS/RtI	Using FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through.	Formative: Interim Assessment Summative: 2013 CELLA Assessment
	The area of deficiency as noted on the 2012 administration of the	Students will and utilize new words daily in group projects to	Administrative Team Leadership Team	Using FCIM process monthly classroom assessments of student	Formative: Interim Assessment

2	CELLA Test was Speaking. Students lacked the skills necessary to be successful	develop academic skills. Students will participate in structured conversation around books and subjects that build vocabulary.	MTSS/RtI	knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-throughs.	Summative: 2013 CELLA Assessment
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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 2012 CELLA Test indicate that 31% of the English Language Learners achieved proficiency.

2012 Current Percent of Students Proficient in reading:

31% (136).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	The area of deficiency as noted on the 2012 administration of the CELLA Test was Reading. Students lacked the skills necessary to be successful.	Students will make predictions as part of a reading process. Students will anticipate what will happen next. Students will use background knowledge to make predictions.	Administrative Team Leadership Team MTSS/RtI	Using FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through.	Formative: Interim Assessment Summative: 2013 CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of 2012 CELLA Test indicate that 32% of the English Language Learners achieved proficiency.

2012 Current Percent of Students Proficient in writing:

32% (145)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was Writing. Students lacked the skills necessary to develop voice in their writing to	Students will use graphic organizers to fill in with ideas and information. The students will fill in the graphic organizer form to see the information. Students will be able to	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of vocabulary. Monitor Instructional Focus Calendar (IFC)/Pacing Guides	Formative: Interim Assessment Summative: 2013 CELLA Assessment

create real world situations.	write in their journals to record information and write down their personal thoughts, feelings, and ideas of expression.	through classroom walk-through. Student success on vocabulary bee.
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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
Before and After School Tutoring	Success Maker	Bilingual Program	\$7,500.00
			Subtotal: \$7,500.00
			Grand Total: \$7,500.00

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 2012 FCAT Mathematics Test indicate that 29% of students achieved level 3 proficiency. Our goal for 2012-2013 is to increase level 3 student's proficiency by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (132)	34% (153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2: Number Operations.	Provide students with contexts for mathematical exploration and the development of student understanding of number and operations by utilizing manipulatives and providing meaningful opportunities for practice.	Administrative Team Leadership Team MTSS/RTI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students.	Formative: : Interim Assessment Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 27% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the number of students in Level 4 and 5 proficiency by 2 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (122)	29% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2: Number Operations 2.	Provide students with enrichment activities in the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value and properties of operations to represent mathematical operations.	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students.	Formative: Interim Assessment Summative: 2013 FCAT 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 2012 FCAT Mathematics Test, indicated that 63% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of student proficiency by 5 percentage points to 68%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (178)	68% (192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2: Number Operations.	Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students.	Formative: : Interim Assessment Summative: 2013 FCAT 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 2012 FCAT Mathematics Test indicate that 56% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 10 percentage points to 66%
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (41)	66% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% areas of deficiency identified by the 2012 FCAT are Number Operations, Fractions and Geometry.	Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts.	Administration Leadership Team MTSS/RtI	District assessments, in class observations, and Success Maker reports, and Gizmos reports	Formative: Bi-weekly assessments and data reports from technology programs. Summative: 2013 FCAT 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 is to decrease by 50% the non-proficient students from the Baseline Assessment of 2011 to the administration of the 2017 FCAT 2.0. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	71	74	77	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of 2011-2012 FCAT Mathematics Test indicate that 61% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 61% (263)	Hispanic: 68% (293)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test for Hispanic students was in Number Operations.	Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students	Formative: : Interim Assessment Summative: 2013 FCAT Assessment
2					
3					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 54% of ELL students made Adequate Yearly Progress (AYP). Our goal for the 2011-2012 school year is to increase the percentage of student proficiency by 5 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (89)	59% (97)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test for ELL students was in Number Operations.	Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students	Formative: : Interim Assessment Summative: 2013 FCAT 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 2012 FCAT Mathematics Test indicate that 21% of the students in the SWD subgroup achieved proficiency. Our goal for 2012-2013 is to increase the SWD student's proficiency by 13 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (6)	34% (10)

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	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test for SWD students was in Number Operations.	Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports,	Formative: : Interim Assessment Summative: 2013 FCAT Assessment

and Gizmos reports to target needs of students

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 59% of students achieved proficiency. Our goal for 2012-2013 is to increase ED student's proficiency by 11 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (241)	65% (265)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test for ED students was in Number Operations.	Daily 5 minute opening bell ringer; provide contexts for mathematical exploration and the development of student understanding by supporting the use of manipulative and engaging opportunities to practice math facts	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students	Formative: : Interim Assessment Summative: 2013 FCAT 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
MTSS/RtI	K-5	District Trainer	School Wide	September 17, 2012	Student Assessment	Administration
Reviewing Math Benchmarks	K-5	District Trainer	Grades 3-5	September 26, 2012	Lesson Plans/Classroom Visit	Administration
Math Strategies	K-5	Math Coach	Grades K-5	October 4, 2012	Lesson Plans and Classroom Visitation	Administration
Common Core Strategies	K-5	District Trainer	K-5	October 26, 2012	Lesson Plans	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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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
Before and After School Tutoring	Instructional Mathematic M	Title I	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The results of the 2012 FCAT Science Test indicate that 25% of students achieved levels 3 proficiency. Our goal for the 2012-2013 is to increase levels 3 student's proficiency by 5 percentage points to 30%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (40)		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	The area of deficiency according the data was Physical Science. The students lack higher order thinking skills necessary to increase proficiency. Teachers need assistance in building their knowledge base for research-based science instruction..	Provide classroom opportunities for students to design and develop science projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for experimental designs as it relates to science.	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students.	Formative: : Interim Assessment Summative: 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	The results of the 2012 FCAT Science Test indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 is to increase levels 4 and 5 student proficiency by 2 percentage points to 15%.
Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (21)	15% (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	The area of deficiency according to the data was Physical Science. The students lack higher order thinking skills necessary to increase proficiency. Teachers need assistance in building their knowledge base for research-based science instruction.	Develop professional learning communities with 5th grade Science teachers to collaborate, design and implement instructional strategies to increase rigor through inquiry based learning	Administrative Team Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of math functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students.	Formative: : Interim Assessment Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	
Science Goal #2b:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
MTSS/RTI Training	K-5	District Trainer MTSS/RTI	School Wide	September 17, 2012	Student assessment	Administrators
Science Benchmarks	3-5	District Training	Teachers Grades 3-5	October 26, 2012	Lesson Plans and classroom visits	Grade Level Chairperson Administration
Item Specification	K-5	Science Coach	K-5 Teachers	September-May 2012	Grade level meetings	Administration and Science Coach
Effective Application of Science Skills	K-5	Ms. Stone Ms. Riquenes	K-5	September 26, 2012	Lesson Plans and classroom visits	Grade Level Chairpersons 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
Student Science Projects	Science Resources	Title I	\$5,000.00
			Subtotal: \$5,000.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 72% of students achieved 3.0 or higher in proficiency. Our goal for the 2012-2013 is to increase levels 3 and higher student proficiency by 3 percentage points to 75%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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72% (107)	75% (111)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will review the writing process and practice narrative and expository writing.	Students will write monthly prompts on narrative and expository writings. Conduct monthly peer reviews	Administrative Team Literacy Leadership Team MTSS/RtI	Using the FCIM process monthly classroom assessments of student knowledge of writing functions. Monitor Instructional Focus Calendar (IFC)/Pacing Guides through classroom walk-through and monitor and Success Maker reports, and Gizmos reports to target needs of students.	Formative: : Pre, Mid, and Post Writing Assessment Summative: 2013 FCAT 2.0 Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

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

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
MTSS/RtI	K-5	District Trainer	K-5th Teachers	September 17, 2012	Student Assessment	Administration
New Writing Benchmarks	4th Grade	Reading Coach	4th Grade Teachers	October 26, 2012	Monitoring Writing Process	Grade Level Chairs Administration
Understanding Rubric	K-5	Reading Coach	K-5th Grade Teachers	November 9, 2012	Monitoring Writing Process	Reading Coach Administration

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
Student Writing Camp	Writing Journals	Title I	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our goal for this year is to maintain 95.57% to an increase of 1percentage point to 96.07% by minimizing absences due to illnesses and to create a climate in our school where parents
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.57% (937)	96.07% (941)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
313	297
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
174	165

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the COGNOS Report there is a need to improve student attendance and tardiness.	Identify and refer students who may be developing a truancy pattern to the Attendance Review Committee (ARC). Conduct parent workshops delineating district student attendance policies. Develop incentive plan to reward students who demonstrate an increase in attendance.	Administration Team Leadership Team Attendance Committee MTSS/RtI	Using the FCIM process monthly. Attendance Review Committee will use data to monitor attendance and tardiness.	Quarterly district attendance reports and Cognos attendance reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policies & Procedures	Attendance Review Committee	District	Attendance Review Committee	September-May	Monitor 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
Student Incentives	Perfect Attendance Quarterly	EESAC Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2011- 2012 school year is to maintain or reduce the number of total suspensions from 5 to 5.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
28	25
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
22	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	There is a need to increase through opportunities to recognize positive student behavior in order to ensure a continued decline in student incidents.	Utilize the Student Code of Conduct and the School wide Discipline Plan, and provide incentives for compliance through the use of Elementary SPOT Success Recognition program and Improved Attendance awards.	Administration Team Leadership Team Attendance Committee MTSS/RtI	Using the FCIM process monthly. Attendance Review Committee will Spot Success Students. Contact Logs	Cognos report on student suspensions.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Behavior Award	EESAC Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	NA
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Parent Seminars	Journal Booklets	Title I	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		STEM will be integrated with job embedded professional development opportunities teachers planning days and faculty meetings. Based on data reviewed there will be specific and focused professional developments and strategies to implement in order to increase the areas of deficiencies in science, technology, and mathematics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to develop independent projects	Identify students scoring Level 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects.	Administration Team Leadership Team MTSS/RtI	Using the FCIM process will help Develop Professional learning communities of science/math teachers to work and identify students to research, discuss, design and implement inquiry based Scientific Thinking and Math strategies. Instruction adheres to the depth and rigor of the Next generation Sunshine State Standards as delineated in the District Pacing guides.	Formative: Science Fair Projects Summative: 2012/2013 Interim Assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
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
Reading	Before and After school tutoring	Instructional Reading Resources	Title I	\$5,000.00
CELLA	Before and After School Tutoring	Success Maker	Bilingual Program	\$7,500.00
Mathematics	Before and After School Tutoring	Instructional Mathematic M	Title I	\$5,000.00
Science	Student Science Projects	Science Resources	Title I	\$5,000.00
Writing	Student Writing Camp	Writing Journals	Title I	\$5,000.00
Attendance	Student Incentives	Perfect Attendance Quarterly	EESAC Funds	\$500.00
Suspension	Incentives	Behavior Award	EESAC Funds	\$500.00
Parent Involvement	Parent Seminars	Journal Booklets	Title I	\$2,000.00
				Subtotal: \$30,500.00
				Grand Total: \$30,500.00

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.

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT/EOC PEP RALLY Student Recognition Incentives	\$2,500.00

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

Provide Educational Resources for teachers and classroom activities
Develop, Implement and monitor SIP throughout the year
Provide incentives for students and support teachers

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 HENRY M. FLAGLER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	82%	85%	60%	310	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	54%			128	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	64% (YES)	58% (YES)			122	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HENRY M. FLAGLER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	83%	95%	57%	319	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	76%	61%			137	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	67% (YES)	66% (YES)			133	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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested