FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HIALEAH ELEMENTARY SCHOOL

District Name: Dade

Principal: Carolina F. Naveiras

SAC Chair: Rosamar O'Leary

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carolina F. Naveiras	B.S. and M.S. in Elementary Education; Certification in Elementary Education; Administration Supervisor	9	25	12 11 10 09 08 School Grade C B A A A High Standards Rdg. 49 68 72 68 67 High Standards Math 50 73 76 75 77 Lrng Gains-Rdg. 69 61 73 61 68 Lrng Gains-Math 62 61 71 61 70 Gains-Rdg-25% 60 61 87 58 70 Gains-Math-25% 63 78 79 70 74 AMO (Reading) N AMO (Math) N
Assis Principal	Miriam C. Arthur	B.S. in Psychology and Spanish; M.S. in Elementary Education; Certification in Elementary Education; Spanish (K-12); Educational Leadership	4	15	12 11 10 09 08 School Grade C B A A A High Standards Rdg. 49 68 72 68 67 High Standards Math 50 73 76 75 77 Lrng Gains-Rdg. 69 61 73 61 68 Lrng Gains-Math 62 61 71 61 70 Gains-Rdg-25% 60 61 87 58 70 Gains-Math-25% 63 78 79 70 74 AMO (Reading) N AMO (Math) N

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	Natalie F. Wagner	B.S. and M.S. in Computer Education; Primary Education (K-3); ESOL Endorsement; Educational Leadership	21	4	12 11 10 09 08 School Grade C B A A A High Standards Rdg. 49 68 72 68 67 Lrng Gains-Rdg. 69 61 73 61 68 Gains-Rdg-25% 60 61 87 58 70 AMO (Reading) N

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 strategies and training to allow for expansion in high-need academic areas.	Assistant Principal and Reading Coach	Ongoing	
2	Weekly meetings with Assistant Principal and Reading Coach to discuss and analyze data and needs.	Assistant Principal and Reading Coach	Ongoing	
3	Open-door policy utilized by administrators to address individual or grade level concern.	Principal and Assistant Principal	Ongoing	
4	Regular meetings of teachers with principal to attain professional goals.	Principal	Ongoing	
5				

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
Zero teachers received less than effective	

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
49	0.0%(0)	8.2%(4)	46.9%(23)	44.9%(22)	38.8%(19)	100.0%(49)	8.2%(4)	0.0%(0)	83.7%(41)

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
Patrice Brookins	TBA	N/A	Mentor will guide mentee on the analysis of data and on professional development opportunities.
Yolanda Lafont	TBA	N/A	Mentor will guide mentee on development of lesson plans and general school procedures.
Delshonna Harris	TBA	N/A	Mentor will guide mentee on the school activities and school spirit.

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

Title I, Part A
Hialeah Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Assistant Principal and Reading Coach 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at school to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant
Hialeah Elementary School provides services and support to migrant students and parents. The District Migrant liaison 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

Title II
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program;
• Training for add-on endorsement programs, such as Reading, Gifted, ELL; and
• Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Not Applicable

Title X- Homeless

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• 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. Hialeah Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
• 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, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Violence Prevention Programs
• Hialeah Elementary School participates in the Peer Mediation Program using the peer to peer approach as conflict resolution through the guidance of the school's counselor.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors. Training and technical assistance for teachers, administrators and counselors is also a component of this program.

Nutrition Programs

Nutrition Programs
• Hialeah Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition Education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
• Hialeah School participates in the United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Program.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

> ## Other
> Hialeah Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB), and other referral services.
>
> Hialeah Elementary increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
>
> Hialeah Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.
>
> Hialeah Elementary completes Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Reports (FM-6913), and submits 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 to be 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.

> Principal, Assistant Principal, Reading Coach, Counselor, school social worker, school psychologist, Educational Excellence School Advisory Council (EESAC) chair, United Teachers of Dade (UTD) steward, special education (ESE) teacher, gifted teacher, Pre-Kindergarten ESE teacher, and community stakeholder.

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 following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
> 1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
> • What will all students learn? (curriculum based on standards)
> • What progress is expected in each core area?
> • How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
> • How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
> • How will we respond when students have learned or already know? (enrichment opportunities)
> 2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
> 3. Hold monthly MTSS meetings. Use the four steps problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavior success.
> 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
> 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
>
> 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
> 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
> 8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

> 1. The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
> 2. The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
> 3. The MTSS Leadership Team will provide levels of support and interventions to students based on data.

4. The MTSS Leadership Team will consider data the end of year Tier 1 problem solving.

MTSS Implementation

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

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; and
• Create student growth trajectories in order to identify and develop interventions.
2. Managed data might include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory);
• Oral Reading Fluency Measures;
• Voyager Checkpoints;
• Baseline Benchmark Assessments;
• Interim Assessments;
• Success Maker Utilization and Progress Reports;
• Reading Plus Utilization and Progress Monitoring;
• State/Local Math and Science assessments;
• FCAT; and
• SAT.
Behavior
• Student Case Management System;
• Detentions;
• Suspensions/expulsions;
• Referrals by student behavior, staff behavior, and administrative context;
• Office referrals per day per month;
• Team climate surveys;
• Attendance; and
• Referrals to special education programs.

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan;
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

The principal and assistant principal will ensure that the MTSS Leadership Team meets monthly to address academic and behavioral concerns through analysis of data and utilization of the Problem Solving procedures.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Carolina F. Naveiras - Principal, Miriam C. Arthur - Assistant Principal, Natalie F. Wagner - Reading Coach, Maria Menendez – Pre-Kindergarten/Kindergarten Grade Level Chair, Kimberly Richardson – first grade Grade Level Chair, Maria Cannon – second grade Grade Level Chair, Patrice Brookins – third grade Grade Level Chair and Professional Development Liaison, Mylene Llado – fourth grade Grade Level Chair, Jose Bolua – fifth grade Grade Level Chair, Shanna Patterson – Special Areas Chair, and Olga Pombo-Maya – Bilingual Department Chair.

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

The LLT meets monthly to discuss current data and reevaluate the implementation and assignment of newly targeted students into Progress Monitoring Reporting Network (PMRN). The LLT meets weekly with teachers during FCIM to discuss academic and behavior data, identify students in need of intervention, plan for instruction, and determine strategies, methods and resources.

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

The LLT will increase attention on professional development in literacy courses available to the teachers such as Riverdeep, Successmaker, Reading Plus and Effective Writing. The LLT will assist teachers with the interpretation of data from all reading management systems. The LLT will also stress the importance of differentiated instruction designed specifically for each classroom, and ensure that there is greater focus and intensity on meeting the needs of the lowest 25 percentile during the specified time frame for differentiated instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*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 Hialeah Elementary 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 with providing children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and-four-year old children.

Preschool children and parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are: (1) Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two subscales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor Body Movement and Object Movement). (2) Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness, segmenting, concept of print, alliteration, and blending. (3) Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and behavioral concerns. The paraprofessionals implement the high scope curriculum with a small group of students, as well as facilitate the plan-do-review portion of high scope. Parental involvement is maintained by the parents completing the district volunteer application, and encouraged to volunteer in the classroom. The programs offered are VPK and ESE. The funding resources for these programs are Title I. Pre Kindergarten Students with Disability (SWD), and IDEA. Students' readiness for Kindergarten is assessed through articulation between Pre Kindergarten and Kindergarten teachers. Parents are provided with an orientation night. Screening tools will be re-administered mid-year and at the end of the year in order to determine students learning gains and the need for changes to the instructional/intervention program.

*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.

*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?

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?

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of the students achieved proficiency (levels 3) in reading. Our goal for the 2012-2013 school year is to increase students' proficiency by 7 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (92)	30% (120)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and 5 was Reporting Category 3 – Literary Analysis: Fiction and Nonfiction. Students are not getting enough activities that challenge their critical thinking skills.	1a.1. Students will be engaged in activities from Readworks website and FCAT Explorer one grade level above their instructional level. Second grade students that have scored 8 or 9 in the first grade SAT Reading Test will utilize Reading Plus from the beginning of the school year.	1a.1. Leadership Team and LLT.	1a.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	1a.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
2	1a.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test for grade 3 was Reporting Category 2 – Reading Application. Students lack critical thinking skills to analyze text.	1a.2. Utilize graphic organizers to improve text structure recognition and develop students' critical thinking skills. Provide reading materials with different genres and guide students into monitoring their own reading through the use of Accelerated Reader (A.R.) books and tests. Utilize reading task cards in differentiated instruction and across the curriculum.	1a.2. Leadership Team and LLT.	1a.2. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Teachers will run monthly Accelerated Reader reports to monitor students' independent reading and make recommendations when necessary.	1a.2. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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 2.0 Reading Test indicate that 23% of the students achieved above proficiency (levels 4 and 5) in reading. Our goal for the 2012-2013 school year is to increase levels 4 and 5 proficiency by 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (94)	26% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and 5 was Reporting Category 3 – Literary Analysis: Fiction and Nonfiction. Students are not getting enough activities that challenge their critical thinking skills.	2a.1. Students will be engaged in activities from Readworks website and FCAT Explorer one grade level above their instructional level. Second grade students that have scored 8 or 9 in the first grade SAT Reading Test will utilize Reading Plus from the beginning of the school year.	2a.1. Leadership Team and LLT.	2a.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	2a.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
	2a.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test for grade 3 was Reporting	2a.2. Utilize graphic organizers to improve text structure recognition and develop students' critical thinking skills.	2a.2. Leadership Team and LLT.	2a.2. Following the FCIM model, the administrators, the reading coach and teachers will review	2a.2. Formative: FAIR assessments, district baseline and interim assessments, two

				baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Teachers will run monthly Accelerated Reader reports to monitor students' independent reading and make recommendations when necessary.	school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
2	Category 2 – Reading Application. Students lack critical thinking skills to analyze text.	Provide reading materials with different genres and guide students into monitoring their own reading through the use of Accelerated Reader (A.R.) books and tests. Utilize reading task cards in differentiated instruction and across the curriculum.			
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 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 2.0 Reading Test indicate that 69% of the students made learning gains in reading. Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (170)	74% (182)

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
	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.

	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 in the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and grade 5 was Reporting Category 3 – Literary Analysis: Fiction and Nonfiction. Students are not doing enough recreational reading on their own.	Students will Drop Everything and Read (D.E.A.R.) for 10 minutes every day using a passage of their choice.	Leadership Team, LLT and MTSS/RtI.	Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
2	3a.2. The area of deficiency as noted in the 2012 administration of the FCAT2.0 Reading Test for grade 3 was Reporting Category 2 – Reading Application. Students lack critical thinking skills to analyze text.	3a.2. Utilize graphic organizers to improve text structure recognition and develop students' critical thinking skills. Provide reading materials with different genres and guide students into monitoring their own reading through the use of Accelerated Reader (A.R.) books and tests. Utilize reading task cards in differentiated instruction and across the curriculum.	3a.2. Leadership Team LLT and MTSS/RtI.	3a.2. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Teachers will run monthly Accelerated Reader reports to monitor students' independent reading and make recommendations when necessary.	3a.2. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT2.0 Reading Test.

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

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:

	The results of the 2012 FCAT 2.0 Reading Test indicate that

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	60% of students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains in the lowest 25% by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (37)	70% (43)

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	4a.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and grade 5 was Reporting Category 3 – Literary Analysis: Fiction and Nonfiction. Students lack vocabulary and comprehension skills to read grade level texts on a variety of formats.	4a.1. Utilize Voyager, Reading Plus and SuccessMaker during differentiated instruction. Conduct read-alouds followed by discussion questions and extension activities that develop students' vocabulary and comprehension skills and motivate them to read independently. Students will utilize Riverdeep during Spanish classes.	4a.1. Leadership Team, LLT and MTSS/RtI.	4a.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Following the FCIM model, the administrators, the reading coach and the teachers will also run monthly Performance Reports from Reading Plus, SuccessMaker and Riverdeep to monitor students' progress and make adjustments when necessary.	4a.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
2	4a.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading Test for grade 3 was Reporting Category 2 – Reading Application. Students lack critical thinking skills to analyze text.	4a.2. Utilize graphic organizers to improve text structure recognition and develop students' critical thinking skills. Provide reading materials with different genres and guide students into monitoring their own reading through the use of Accelerated Reader (A.R.) books and tests. Utilize reading task cards in differentiated instruction and across the curriculum.	4a.2. Leadership Team, LLT and MTSS/RtI.	4a.2. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Teachers will run monthly Accelerated Reader reports to monitor students' independent reading and make recommendations when necessary.	4a.2. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 47% of students in the Hispanic subgroup achieved proficiency in reading. Our goal for the 2012-2013 school year is to increase Hispanic subgroup proficiency by 13 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (173)	60% (221)

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	5b.1. The Hispanic subgroup lacks interpreting fiction and nonfiction text.	5b.1. Utilize graphic organizers to improve recognition of text structure and text features developing students' analytical skills. Students will utilize Reading Plus and monitor their own growth. Utilize reading task cards in differentiated instruction and across the curriculum.	5b.1. Leadership Team and LLT	5b.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5b.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 39% of the students in the ELL subgroup achieved proficiency in reading. Our goal for the 2012-2013 school year is to increase ELL subgroup proficiency by 6 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (67)	45% (78)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The ELL subgroup lacks basic vocabulary necessary to comprehend text.	5C.1. Students will learn how to use the English-Home Language dictionary and will use it during independent reading assignments. Weekly spelling words and key vocabulary words from the Reading Basal will be introduced and posted on the board in English and in the students' home language.	5C.1. Leadership Team and LLT	5C.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5C.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
2	5C.2. The ELL subgroup lacks basic phonics and fluency skills necessary to comprehend grade level text.	5C.2. Teachers will instruct the phonics section of each Houghton-Mifflin selection with fidelity. Students will utilize Riverdeep during Spanish classes. ELL students will use SuccessMaker three times a week.	5C.2. Leadership Team and LLT	5C.2. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed Following the FCIM model, the administrators, the reading coach and the teachers will also run monthly Performance Reports from Riverdeep and SuccessMaker to monitor students' progress and make adjustments when necessary.	5C.2. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
3	5C.3. ELL subgroup lacks oral language development.	5C.3. Utilize oral language strategies combined with peer tutoring to develop ELL students' oral language fluency.	5C.3. Leadership Team and LLT	5C.3. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5C.3. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	The results of the 2012 FCAT 2.0 Reading Test indicate that 8% of the students with disability achieved proficiency in

satisfactory progress in reading.

Reading Goal #5D:

reading.

Our goal for the 2012-2013 school year is to increase proficiency of students with disability by 19 percentage points to 27%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (2)	27% (7)

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	5D.1. Students with disability lack interpreting fiction and nonfiction text.	5D.1. Utilize graphic organizers to improve recognition of text structure and text features developing students' analytical skills. Students will utilize Reading Plus and monitor their own growth. Utilize reading task cards in differentiated instruction and across the curriculum.	5D.1. Leadership Team, LLT and MTSS/RtI	5D.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5D.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 47% of students in the Economically Disadvantaged subgroup achieved proficiency in reading. Our goal for the 2012-2013 school year is to increase Economically Disadvantaged subgroup proficiency by 11 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (175)	58% (216)

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	5E.1. The Economically Disadvantaged subgroup lacks recreational reading texts.	5E.1. Provide reading materials with different genres for the home learning reading log.	5E.1. Leadership Team and LLT.	5E.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM	5E.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-

				participants will determine weaknesses and strengths to adjust instruction as needed.	assisted programs. Summative: 2013 FCAT 2.0 Reading Test.
2	5E.2. The Economically Disadvantaged subgroup lacks computer at home	5E.2. Design a schedule that allots one hour a week for Reading Plus within the Reading Block.	5E.2. Leadership Team and LLT.	5E.2. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Following the FCIM model, the administrators, the reading coach and the teachers will also run monthly Performance Reports from Reading Plus to monitor students' progress and make adjustments when necessary.	5E.2. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Reading Test.

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
Riverdeep	K-5	PD Facilitator from Instructional Support Department	Spanish Teachers	September 26, 2012	Computer generated reports	Leadership Team and MTSS/RtI
Reading Best Practices	PK-5	PD Facilitator from Instructional Support Department	PK-5 Teachers and Special Area Teachers	February 1, 2013	Classroom walkthroughs	Leadership Team and MTSS/RtI
Edusoft	K-5	PD Facilitator from Instructional Support Department	K-5 Teachers	November 6, 2012	Computer generated reports	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.a.2, 3.a.1	Subscription to the AR/STAR Program	Title I	$6,958.00
			Subtotal: $6,958.00

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: $6,958.00

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:	CELLA Goal #1: The results of the 2012 CELLA Listening/Speaking Test indicate that 46% of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficient students by 10 percentage points to 56%.

2012 Current Percent of Students Proficient in listening/speaking:

46% (180)

| | | 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. Students do not communicate in English outside the classroom.	1.1. Teachers will model standard spoken English phrases and sentences to stimulate students to orally communicate in English. Teachers will use pictures from Reading Basal and Content Area Textbooks to stimulate oral discussions among students.	1.1. Leadership Team and LLT.	1.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	1.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 CELLA Listening/Speaking Test
	1.2. Students need more	1.2. Use technology through	1.2. Leadership Team	1.2. Following the FCIM	1.2. Formative: FAIR

			model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs.
2				Summative: 2013 CELLA Listening/Speaking Test

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading Test indicate that 24% of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficient students by 10 percentage points to 34%.

2012 Current Percent of Students Proficient in reading:

24% (95)

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	2.1. Students lack basic English vocabulary.	2.1. Students will utilize the Cloze Plus portion of Reading Plus. CELLA levels 1 and 2 students will use Ellis Kids weekly.	2.1. Leadership Team and LLT.	2.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. Following the FCIM model, the administrators, the reading coach and the teachers also run monthly Class Details Skills reports to monitor students' progress and make adjustments when necessary.	2.1. Formative: FAIR assessments, district baseline and interim assessments, two school-site developed mock tests, and reports from computer-assisted programs. Summative: 2013 CELLA Reading Test

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 22% of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase the

proficient students by 10 percentage points to 32%.

2012 Current Percent of Students Proficient in writing:

22% (87)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Lack of basic vocabulary and grammar to compose in English language.	3.1. Teachers will use pictures from picture dictionaries and textbooks to brainstorm writing ideas. Teachers will use the board to model grade level appropriate writing that includes spelling and vocabulary words of the week.	3.1. Leadership Team and LLT.	3.1. Following the FCIM model, the administrators, the reading coach and teachers will review baseline, fall interim and winter interim writing assessments. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	3.1. Formative: District writing baseline and interim assessments. Summative: 2013 CELLA Writing Test

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
2.1	Picture dictionaries	EESAC	$625.00
			Subtotal: $625.00
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: $625.00

End of CELLA Goals

Elementary School Mathematics Goals

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

<table>
<tr>
<td colspan="2">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td>
</tr>
<tr>
<td>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

Mathematics Goal #1a:</td>
<td>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 25% of the students achieved proficiency (levels 3) in mathematics.

Our goal for the 2012-2013 school year is to increase students' proficiency by 7 percentage points to 32%.</td>
</tr>
<tr>
<td>2012 Current Level of Performance:</td>
<td>2013 Expected Level of Performance:</td>
</tr>
<tr>
<td>25% (101)</td>
<td>32% (128)</td>
</tr>
</table>

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted in the 2012 administration of the FCAT2.0 Mathematics Test for grades 3 and 5 was reporting category Number: Base Ten and Fractions. The deficiency is due to the lack of understanding the fractions and fraction equivalence.	1a.1. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning. In grade 5, teachers will introduce reference sheet and use when necessary.	1a.1. Leadership Team and grade level chairperson.	1a.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	1a.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.
2	1a.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 4 and 5 was reporting category Geometry and Measurement. The deficiency is due to the lack of understanding non-routine problems that involve geometrical knowledge and spatial understanding.	1a.2. Engage students in computer-based activities that include visual stimulus to develop geometrical knowledge and spatial understanding such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning.	1a.2. Leadership Team and grade level chairperson.	1a.2. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	1a.2. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.

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

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

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 2.0 Mathematics Test indicate that 23% of the students scored at or above achievemnet level 4 in mathematics. Our goal for the 2012-2013 school year is to increase students' proficiency by 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (92)	26% (104)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 3 and 5 was category Number: Base Ten and Fractions. The deficiency is due to the lack of understanding the fractions and fraction equivalence.	2a.1. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as the enrichment portion of Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning, solve problems in multiple ways, and create	2a.1. Leadership Team and grade level chairperson.	2a.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	2a.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.

		problems to be shared with other classmates.			
2	2a.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 4 and 5 was reporting category Geometry and Measurement. The deficiency is due to the lack of understanding non-routine problems that involve geometrical knowledge and spatial understanding.	2a.2. Engage students in computer-based activities that include visual stimulus to develop geometrical knowledge and spatial understanding such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning.	2a.2. Leadership Team and grade level chairperson.	2a.2. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	2a.2. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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 FCAT2.0 Mathematics Test indicate that 62% of the students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (153)	67% (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

	3a.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 3 and 5 was category Number: Base Ten and Fractions. Students have difficulties applying their basic knowledge of fractions to real world problems.	3a.1. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as SuccessMaker, Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning.	3a.1. Leadership Team and grade level chairperson	3a.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	3a.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.
1					
	3a.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 4 and 5 was reporting category Geometry and Measurement. The deficiency is due to the lack of understanding non-routine problems that involve geometrical knowledge and spatial understanding.	3a.2. Engage students in computer-based activities that include visual stimulus to develop geometrical knowledge and spatial understanding such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning.	3a.2. Leadership Team and grade level chairperson	3a.2. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	3a.2. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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%	The results of the 2012 FCAT 2.0 Mathematics Test indicate that % of the students in the lowest 25% made learning

making learning gains in mathematics.

Mathematics Goal #4:

gains in mathematics.

Our goal for the 2012-2013 school year is to increase learning gains in the lowest 25% by 5 percentage points to 68%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (43)	68% (46)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test was category Number: Base Ten and Fractions. The deficiency is due to the lack of understanding of decimals, including the connection between fractions and decimals.	4a.1. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as Go Math Technology (Intervention), SuccessMaker, Gizmos (Grades 3-5), and National Library of Virtual Manipulatives. Teachers will utilize manipulatives from the Grab and Go Classroom Kit in small groups with students that have not develop the concept of fraction and decimals at the concrete level to help them transition to the abstract level.	4a.1. Leadership Team, grade level chairperson and MTSS/RtI.	4a.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	4a.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.
2	4a.2. The area of deficiency as noted in the 2012 administration of the FCAT2.0 Mathematics Test for grades 4 and 5 was reporting category Geometry and Measurement. The deficiency is due to the lack of understanding non-routine problems that involve geometrical knowledge and spatial understanding.	4a.2. Engage students in computer-based activities that include visual stimulus to develop geometrical knowledge and spatial understanding such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning.	4a.2. Leadership Team and grade level chairperson	4a.2. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	4a.2. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT2.0 Mathematics Test.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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 2012 FCAT 2.0 Mathematics Test indicate that 49% of the Hispanic subgroup made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase Hispanic subgroup learning gains by 12 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (181)	61% (225)

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	5b.1. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 and 5 was reporting category Number: Base Ten and Fractions. The deficiency is due to the lack of critical thinking skills necessary to solve word problems	5b.1. Utilize manipulatives from the Grab and Go Classroom Kit to develop students' critical thinking skills necessary to solve word problems. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as Go Math Technology, Gizmos (Grades 3-5), and National Library of Virtual Manipulatives.	5b.1. Leadership Team and grade level chairperson	5b.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5b.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.
2	5b.2. The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 4 and 5 was reporting category Geometry and Measurement. The deficiency is due to the lack of understanding non-routine problems that involve geometrical knowledge and spatial understanding.	5b.2. Engage students in computer-based activities that include visual stimulus to develop geometrical knowledge and spatial understanding such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives. In addition to the Problem of the Day, students will use their Math journals to reflect	5b.2. Leadership Team and grade level chairperson.	5b.2. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5b.2. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.

		on their learning.			

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 2.0 Mathematics Test indicate that 40% of the ELL subgroup made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase ELL subgroup learning gains by 8 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (69)	48% (83)

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	5c.1. Students lack vocabulary, which in turn affects their word problem solving.	5c.1. Teachers will introduce Go Math vocabulary words in English and in the students' primary language. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as SuccessMaker, Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives.	5c.1. Leadership Team and grade level chairperson	5c.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5c.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 12% of students with disabilities made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase learning gains of students with disability by 11 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (3)	23% (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
	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.

1	The deficiency is due to the lack of critical thinking skills necessary to solve word problems.	Utilize manipulatives from the Grab and Go Classroom Kit to develop students' critical thinking skills necessary to solve word problems. In addition to the Problem of the Day, students will use their Math journals to reflect on their learning. Engage students in computer-based activities that include visual stimulus to develop conceptual understanding of fractions and mathematics problem such as Go Math Technology, Gizmos (Grades 3-5), and National Library of Virtual Manipulatives.	Administrators and MTSS/RtI Team.	Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 48% of the Economically Disadvantage subgroup made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase Economically Disadvantage subgroup learning gains by 13 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (179)	61% (227)

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	5E.1 The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 3 and 5 was reporting category Number: Base Ten and Fractions. The deficiency is due to lack of computers at home to use computer-assisted mathematics programs.	5E.1. Teachers will identify Economically Disadvantaged students in need of intervention and will assign additional paper-based home learning that compensates for the lack of computer at home, which would have benefited students through the use computer-assisted mathematics programs.	5E.1. Leadership Team and grade level chairperson	5E.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	5E.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Mathematics Test.
	5E.2	5E.2.	5E.2.	5E.2.	5E.2.

| 2 | The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Mathematics Test for grades 4 and 5 was reporting category Geometry and Measurement.

The deficiency is due to the lack of understanding non-routine problems that involve geometrical knowledge and spatial understanding | Engage students in computer-based activities that include visual stimulus to develop geometrical knowledge and spatial understanding such as Go Math Technology, Gizmos (Grades 3-5) and National Library of Virtual Manipulatives.

In addition to the Problem of the Day, students will use their Math journals to reflect on their learning. | Leadership Team and grade level chairperson | Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed. | Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs.

Summative: 2013 FCAT 2.0 Mathematics Test. |

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
Edusoft	K-5	PD Facilitator from Instructional Support Department	K-5 Teachers	November 6, 2012	Computer generated reports	Leadership Team and MTSS/RtI
Math Best Practices	PK-5	PD Facilitator from Instructional Support Department.	PK-5 Teachers and Special Area Teachers	February 1, 2013	Classroom walkthroughs	Leadership Team and MTSS/RtI
River deep	K-5	PD Facilitator from Instructional Support Department.	Spanish Teachers	September 26, 2012	Computer generated reports	Leadership Team and MTSS/RtI

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
5.E.1	Math Resource Books aligned to FCAT 2.0 To provide additional paper-based resources for students that do not have computer at home.	Title I	$615.44
			Subtotal: $615.44
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: $615.44

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 2.0 Science Test indicate that 24% of the students achieved proficiency (levels 3) in science. Our goal for the 2012-2013 school year is to increase students' proficiency by 5 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (34)	29% (41)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was reporting category 3: Physical Science. Students lack the ability to demonstrate through lab experiments what they have learned.	1a.1. Teachers will ensure that instruction includes teacher-demonstrated and student-centered laboratory activities that apply, analyze and explain concepts related to matter, energy, force and motion. Once all materials have been covered, teachers will assign Gizmos lessons to provide additional practice with each Science lesson. Fourth grade teachers will conduct one Gizmos experiment a week. Reports will be printed and the shared with students and data will be analyzed.	1a.1. Leadership Team and grade level chairperson	1a.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	1a.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Science Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 2012 FCAT 2.0 Science Test indicate that 11% of the students achieved above proficiency (levels 4 and 5) in Science. Our goal for the 2012-2013 school year is to increase levels 4 and 5 proficiency by 2 percentage points to 13%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (15)	13% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was reporting category 3: Physical Science. Students lack understanding of the connection between all steps of the scientific method to work in challenge projects more independently.	2a.1. Provide enrichment activities for students in grades 3-5 through the use of Gizmos. Teachers will use simple projects to demonstrate the steps of the scientific process and students in grades 4-5 will complete a science project independently.	2a.1. Leadership Team and grade level chairperson	2a.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim, winter interim, one mock test in February and one mock test in March. FCIM participants will determine weaknesses and strengths to adjust instruction as needed.	2a.1. Formative: District baseline and interim assessments, two school-site developed mock tests and reports from computer-assisted programs. Summative: 2013 FCAT 2.0 Science Test.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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	3-5	PD Facilitator from Instructional Support Department	3-5 teachers	February 1, 2013	Classroom walkthroughs.	Leadership Team and MTSS/RtI team.

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
1.2	Ink cartridges	Principal's discretionary account	$400.00
			Subtotal: $400.00
			Grand Total: $400.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that 69% of the students achieved proficiency, level 4.0 and higher in writing. Our goal for the 2012-2013 school year is to increase proficiency in writing by 3 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (86)	72% (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	1a.1. Students lack knowledge and use of figurative language.	1a.1. Students will be exposed to writing materials rich in figurative language such as poems, and will analyze and interpret these materials.	1a.1. Leadership Team and LLT	1a.1. Following the FCIM model, the administrators, the reading coach and teachers will review assessment data and adjust instruction as needed.	1a.1. Formative: District baseline and interim assessments. Summative: 2013 FCAT 2.0 Writing Test.
2	1a.2. Students lack organizational skills and use of voice and support throughout the writing process.	1a.2. Teachers will model writing to demonstrate the use of organizational patterns, voice and support in student writing. Utilize peer writing activities with rubrics to include voice and support in writing.	1a.2. Leadership Team and LLT	1a.2. Following the FCIM model, the administrators, the reading coach and teachers will review assessment data and adjust instruction as needed.	1a.2. Formative: District baseline and interim assessments. Summative: 2013 FCAT 2.0 Writing Test
3	1a.3. Students lack grammar skills.	1a.3. Every Tuesday, teachers in grades K-4 will instruct the Grammar portion of the Houghton-Mifflin with fidelity. Teachers will also use resources from www.etomiami.com and the district's Reading/Language Arts website to instruct grammar.	1a.3. Leadership Team and LLT	1a.3. Following the FCIM model, the administrators, the reading coach and teachers will review assessment data and adjust instruction as needed.	1a.3. Formative: District baseline and interim assessments. Summative: 2013 FCAT 2.0 Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 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
Writing Best Practices	PK - 5	Reading Coach.	PK-5 Teachers and Special Area Teachers	November 6, 2012 and ongoing.	Ongoing classroom walkthroughs.	Leadership Team and MTSS/RtI Team.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1	One poetry book for each Reading/Language Arts teacher in grades 3,4 and 5.	EESAC	$192.00
		Subtotal: $192.00	
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: $192.00	

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 increase attendance from 95.74% to 96.24% by minimizing absences due to truancy. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) by 4.8%, and decrease the number of students with excessive tardiness (10 or more) by 4.9%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.74% (769)	96.24% (773)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
230	219
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
122	116

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. Parents have reported illness of relatives living abroad and not having someone in town to take care of their child, which forces them to take the child with them.	1.1. Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services.	1.1. Administrators, MTSS Leadership Team, and Community Involvement Specialist.	1.1. The TCST will provide monthly updates to entire faculty during faculty meetings.	1.1. TCST logs and attendance rosters.
2	1.2. Students are not motivated to have perfect attendance.	1.2 The school counselor will motivate students into coming to school every day and having less than five tardies by displaying students' names in a chart or bulletin board and rewarding students with perfect attendance.	1.2. Administrators, MTSS Leadership Team, and Community Involvement Specialist.	1.2. Quarterly updates to administration by the TCST.	1.2. TCST logs and attendance rosters.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
K-5 Attendance	Community Involvement Specialist and Counselor.	School-wide	August 17, 2012	Monthly updates to administration by the TCST and to entire faculty during faculty meetings.	Assistant Principal, Community Involvement Specialist and Counselor.	Administrators

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
1.2	Rewards for students with perfect attendance.	PTA	$800.00
			Subtotal: $800.00
			Grand Total: $800.00

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 2012-2013 school year is to decrease the total number of suspensions by 2.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

27	24
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17	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	1.1. The total number of in-school and out-of-school suspension increases from 8 incidents during the 2010-2011 school year to 17 in the 2011-2012 school year.	1.1. Teachers will address the Code of Student Conduct in the orientation meeting, Open House and Title I parent workshops. The Counselor and/or the Community Involvement Specialist will contact parents of students who have been placed in indoor suspension. Parents will be provided with training on understanding of the Code of Student Conduct.	1.1. Administrators, MTSS Leadership Team, Discipline Committee, and Counselor	1.1. Monitor Parents Contact Log for evidence of communication with parents of students who have been placed in indoor suspension.	1.1. Parent Communication Log
2	1.2. There are not enough opportunities to recognize students for positive behavior.	1.2. Each month, teachers will explain and exemplify to students each of the core values adopted by the school board and involve students in the selection of the classmate that will be recognized monthly in the Character Education Program. Teachers will nominate model students to "Do the Right Thing" program. Through the "Catch you Reading" program, administrators will recognize students demonstrating a model behavior in the cafeteria.	1.2. Administrators, MTSS Leadership Team, Discipline Committee, and Counselor.	1.2. Monitor Spot Success report by grade level, and monitor COGNOS report on student outdoor suspension rate. Monitor the effectiveness of Character Education Program.	1.2. Participation log students who are recognized for complying with Student Code of Conduct, along with the monthly COGNOS suspension report. Participation log for students recognized in the Character Education Program.

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	PK-5	Assistant Principal and Counselor.	School-wide	August 17, 2012	Utilize classroom walkthroughs to monitor teacher's enforcement of the Code of Student Conduct. Review SPOT Success and Character Education monthly report.	Administrators and MTSS Leadership Team.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Printout of the Code of Student Conduct	PTA	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

	1. STEM STEM Goal #1:	Our goal for the 2012-2013 year is to improve FCAT2.0 Science achievement of fifth grade students (levels 4 and 5 in Reading and Mathematics) participating in the Ocean Bank funded Science Club. In addition, all students in grade 5 will be exposed to STEM related activities.

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. Lack of high order thinking skills necessary to produce an engineering project independently.	1.1. Through teacher modeling, students will develop a final engineering product that comprises all steps of the scientific method. To integrate STEM and the instructional focus calendar, students will be encouraged to develop their engineering product in the field of Physical Science. The Lesson Study process will be used to ensure that weaknesses noted on the debriefing of assessment data are also addressed in the Science Club.	1.1. Leadership Team and Grade Level Chairperson.	1.1. Following the FCIM model, the administrators and the teachers will review baseline, fall interim and winter interim assessments to determine weaknesses and strengths and then plan the Science Club activities.	1.1. Formative: District baseline and interim assessments. Summative: 2013 FCAT 2.0 Science Test and rubric that evaluates the final engineering product.
2	1.2. Not enough meetings with feeder middle schools to discuss articulation related to STEM.	1.2. Fifth grade Science and Mathematics teachers will meet twice a year to discuss articulation related to STEM.	1.2. Leadership Team and Grade Level Chairperson.	1.2. Following the FCIM model, the administrators and the teachers will review baseline, fall interim and winter interim assessments to determine weaknesses and strengths and then plan the Science Club activities.	1.2. Formative: District baseline and interim assessments. Summative: 2013 FCAT 2.0 Science Test and rubric that evaluates the final engineering product.

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
Science,						

Technology, Engineering and Mathematics Training.	Grade 5 Science	PD facilitatorfrom the District Science and MathematicsDepartments.	Fifth grade science and mathematics teachers.	August 14-16, 2012	Classroom walkthroughs.	Administrators and MTSS/RtI Leadership Team.

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Consumable science materials Through teacher modeling students will develop a final engineering product that comprises all steps of the scientific method.	Grant from Ocean Bank	$975.00
			Subtotal: $975.00
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: $975.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1.a.2, 3.a.1	Subscription to the AR/STAR Program	Title I	$6,958.00
Mathematics	5.E.1	Math Resource Books aligned to FCAT 2.0 To provide additional paper-based resources for students that do not have computer at home.	Title I	$615.44
Writing	1a.1	One poetry book for each Reading/Language Arts teacher in grades 3,4 and 5.	EESAC	$192.00
STEM	1.1	Consumable science materials Through teacher modeling students will develop a final engineering product that comprises all steps of the scientific method.	Grant from Ocean Bank	$975.00
				Subtotal: $8,740.44

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	2.1	Picture dictionaries	EESAC	$625.00
				Subtotal: $625.00

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
Science	1.2	Ink cartridges	Principal's discretionary account	$400.00
Attendance	1.2	Rewards for students with perfect attendance.	PTA	$800.00
Suspension	1.1	Printout of the Code of Student Conduct	PTA	$100.00
				Subtotal: $1,300.00
				Grand Total: $10,665.44

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷ̣n Priority	ȷ̣n Focus	ȷ̣n Prevent	ȷ̣n NA

Are you a reward school: ȷ̣n Yes ȷ̣n No

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

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School Advisory Council

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
Writing 1a.1. Poetry Books CELLA 2.1. Picture Dictionaries	$817.00

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

The EESAC has an important function for the success of Hialeah Elementary School. Listed below are some of the functions of the EESAC.
• Develop and monitor the implementation of the school improvement plan.
• Assist each grade level with instructional and non instructional concerns.
• Assist the leadership team with instructional data analysis and development of strategies to reach RtI goals.
• Assist the school to create and analyze school climate surveys for staff, parents and students.
• Reach out to community to obtain more partners and showcase Hialeah Elementary achievements.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District HIALEAH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	73%	77%	43%	261	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	61%	61%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	78% (YES)			139	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					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District HIALEAH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	82%	51%	281	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	71%			144	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?	87% (YES)	79% (YES)			166	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					591	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested