

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORMA BUTLER BOSSARD ELEMENTARY SCHOOL

District Name: Dade

Principal: Eileen Wood Medina

SAC Chair: Suzette Fraginals

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eileen Wood Medina	Elementary Education English for Speakers of Other Languages (ESOL) Primary Education Educational Leadership	4	14	'12 '11 '10 '09 '08 School Grades A A A A High Standards – Rdg 71 87 87 75 74 High Standards – Math 74 88 90 66 67 Lrng Gains-Rdg 73 74 73 71 68 Lrng Gains-Math 64 56 75 58 65 Gains-R-25 76 65 69 65 64 Gains-M-25 58 61 78 74 72
Assis Principal	Lorena Somohano	Specific Learning Disabilities Educational Leadership	5	6	'12 '11 '10 '09 '08 School Grades A A A A High Standards – Rdg 71 87 87 86 80 High Standards – Math 74 88 90 82 83 Lrng Gains-Rdg 73 74 73 72 65 Lrng Gains-Math 64 56 75 59 72 Gains-R-25 76 65 69 72 73 Gains-M-25 58 61 78 53 75
		English English for			'12 '11 '10 '09 '08 School Grades A A A A High Standards –



88	1.1%(1)	22.7%(20)	63.6%(56)	12.5%(11)	42.0%(37)	69.3%(61)	9.1%(8)	2.3%(2)	84.1%(74)
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### Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our MTSS Leadership Team consists of the following:

- Administrators
- Reading Curriculum Leader
- Curriculum Leaders for grades K-5
- Curriculum Leaders for Special Areas, ESOL and SPED
- Counselors
- Math and Science Liaisons
- Media Specialist
- Microsystems Tech Specialist

The MTSS Leadership Team is strategically integrated in order to focus on practices that lead to positive outcomes such as intervention plans with specific measurable goals related to needs, planning, implementation, and monitoring processes using data to make instructional decisions, etc. The MTSS Leadership Team will also include additional personnel as resources according to need (eg. school psychologist, SAC, etc.)

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

The MTSS Leadership Team will meet monthly in order to:

- Administrators - Monitor academic and behavior data
- Reading Curriculum Leader - Gather and analyze data to determine PD for faculty
- Counselors - Maintain communication with staff for input and feedback
- Reading Curriculum Leader - Monitor student progress in order to modify ineffective interventions and maintain effective interventions
- Administrators/Reading Curriculum Leader - Assist with monitoring and responding to the needs of subgroups
- Administrators/Reading Curriculum Leader - Meet with other Administrators, Coaches, Teachers, etc. (e.g. AP meetings, Reading Coach Meetings, Workshops) in order to organize/coordinate RtI efforts throughout the district.

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

The MTSS Leadership team will:

- Monitor and adjust the school's academic and behavioral goals through data gathering analysis
- Monitor the fidelity of the delivery of instruction and intervention
- Provide levels of support and interventions to students based on data

### MTSS Implementation

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

Using Edusoft, Excel, PMRN, and VPort managed data will include:

- Academic- Behavior-
- FAIR assessments - Functional Assessment of Behavior (FAB)
- FCAT - Behavior Intervention Plan (BIP)
- FCAT Writing - Behavior Modification Charts
- SAT - Anecdotal Observations
- CELLA - SCAMS

- Baseline assessment - Attendance Interventions
- Interim assessments
- Weekly Benchmark Assessments
- Voyager Checkpoints
- SuccessMaker

Describe the plan to train staff on MTSS.

Administration, teachers, and support staff will be trained on RtI using the RtI Training Module online, available through MDCPS professional development, and in PD's at school site. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Administration, teachers, and support staff will be trained on MTSS using the MTSS Training Module online, available through MDCPS professional development, and in PD's at school site. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

- Administrators  
Eileen Wood Medina-Principal  
Marie "Lena" Orth-Sanchez-Assistant Principal  
Lorena Somohano- Assistant Principal
- Reading Curriculum Leader  
Amie Varona-Perez
- Curriculum Leaders for grades K-5  
K- Janice Sosa/Dana Stephens Grade 3 – Ana Henao  
Grade 1- Lizette Donis /Aida Heredia Grade 4 – Janet Renteria  
Grade 2- Jaynie Lopez Grade 5 – Suzette Fragnals
- Curriculum Leaders for ESOL and SPED  
ESOL – Julia Marin SPED –Nancy Castedo-Parra
- Mathematics Liaison- Ariana Heredia
- Science Liaison- Lisa Webster
- Media Specialist- Eleonora Fleitas

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

- Our Literacy Leadership Team will meet monthly or on an as -needed bases to:
- Create a literacy foundation to sustain success.
  - Assemble a working system to promote positive change.
  - Utilize scaffolds to expand success.
  - Provide a support system to build capacity and to sustain professional learning with the focus on improving student learning.
  - Work collaboratively to investigate and seek solutions to issues of student learning and professional learning.

Administrators will:

- Lead a literacy leadership team and develop a school literacy plan across all content areas.
- Analyze, organize, and disseminate student data.
- Take action using student achievement data.
- Support teachers in making instructional changes to improve literacy.
- Monitor instruction and provide feedback to teachers.

Reading Curriculum Leader will:

- Analyze student data to monitor literacy progress.
- Actively promote the process of literacy in classrooms.
- Remain current on scientifically based reading research
- Be willing and available to advise and assist teachers in assessing student needs and appropriate teaching strategies to improve skills.
- Along with the Media Specialist, maintain a professional library of literacy materials available for school use.
- Assist the Principal in leading the school literacy leadership team.
- Assist the Principal in leading the development and implementation of school literacy plan.

Curriculum Leaders/Teachers will:

- Work with teachers to develop teaching plans that reflect nonnegotiable expectations for daily practice.
- Use appropriate assessment to guide practice.
- Participate in professional development.
- Communicate positively about literacy learning across content areas.
- Engage parents in literacy learning.
- Model the love of reading.
- Plan and implement school wide literacy initiative: Monthly Read Alouds

Media Specialist will:

- Order appropriate materials, including bilingual materials.
- Provide accessibility to students.
- Recommend and help select age-appropriate/reading level appropriate materials to students.
- Along with the Reading Curriculum Leader, maintain a professional library of literacy materials available for school use.
- Model the love of reading.

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

- Set up an effective literacy leadership team.
- Develop and implement a school-wide literacy plan.
- Create a positive atmosphere and high expectations for literacy learning across all content areas.
- Ensure a scientific, research-based reading intervention for the lowest 25%, including appropriate personnel, professional development, materials, technology, and time.
- Provide enrichment literacy based activities to maintain and increase academic achievement

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*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 indicate that 26% of students achieved proficiency.  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (183)	29% (202)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1. The area of deficiency for grade 3 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application.</p> <p>Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective. As well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems.</p> <p>Grade 3: 69%</p>	<p>1a.1. Utilize grade-level appropriate text that includes identifiable author's purpose and author's perspective focusing on the author's feelings. Teach students how to identify main idea, stated or implied, theme/topic, as well as, causal relationships within texts. Use various graphic organizers to assist in the identification of various text structures.</p> <p>Encourage students to ask and answer questions as who, what, when, where, and why to demonstrate understanding of key details/information and events in literature and informational text.</p> <p>Continue the implementation of Differentiated Instruction daily.</p>	<p>1a.1. Administrators, Reading Curriculum Leader and LLT.</p>	<p>1a.1. Following the FCIM model, the reading curriculum leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>1a.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>
	<p>1a.2. The area of deficiency for grade 4 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis/Fiction/ Non-Fiction</p> <p>Students demonstrate a</p>	<p>1a.2. Teach students to identify and interpret elements of story structure within and across texts.</p> <p>Facilitate the students' understanding of character development and character point of</p>	<p>1a.2. Administrators, Reading Curriculum Leader, and LLT.</p>	<p>1a.2. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly</p>	<p>1a.2. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted</p>



2	<p>weakness in the ability to identify and interpret story structures as well as, understanding character development and point of view. Additionally, students demonstrate a weakness in identifying and interpreting descriptive and figurative language.</p> <p>Students also demonstrate a weakness in explaining the purpose of text features.</p> <p>Grade 4: 70%</p>	<p>view by asking questions about the character's feelings/attitude.</p> <p>Utilize poetry to identify how an author utilizes descriptive and figurative language to define mood and provide imagery.</p> <p>Use how to articles, brochures, fliers and real-world documents such as Super Science to identify text features to locate, interpret and organize information.</p> <p>Continue the implementation of Differentiated Instruction daily.</p>		<p>and make recommendations based on needs assessment.</p>	<p>reports from FCAT Explorer and Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>
3	<p>1a.3. The area of deficiency for grade 5 as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 Informational Text/Research Process</p> <p>These students demonstrate a weakness in the ability to read and organize informational text and text features to perform a task. Additionally, the students demonstrate a weakness in the ability to recognize and understand the characteristics of reliable and valid information.</p> <p>Grade 5: 70%</p>	<p>1a.3. Use how- to articles, brochures, fliers and real-world documents such as Super Science to identify text features and to locate, interpret and organize information.</p> <p>Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize a two-column note to list conclusions and supporting evidence in non-fiction articles and editorials.</p> <p>Have students quote from literary and informational texts to support statements about the text.</p> <p>Continue the implementation of Differentiated Instruction daily.</p>	<p>1a.3. Administrators, Reading Curriculum Leader, and LLT.</p>	<p>1a.3. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>1a.3. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>Our goal for the 2012-2013 school year is to have our student score a Level 4, 5, or 6 in the FAA in Reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>NA</p>	<p>NA</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	1b.1. An anticipated barrier is that the student has never participated in the administration of the FAA in Reading.	1b.1. Train teachers effectively to implement access points.  Provide student with visual choices as presented in the Florida Alternate Assessment.	1b.1. Administrators, Reading Curriculum Leader, LLT, and SPED Chairperson.	1b.1. Following the FCIM model and the Access Points the SPED Chairperson and teachers will review data weekly and adjust instruction as needed.	1b.1. Formative: Weekly teacher generated assessments WJ-III STAR Early Literacy  Summative: 2013 Florida Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading indicate that 44% of the students achieved above proficiency.  Our goal for the 2012-2013 school year is to increase the percentage points of students achieving above proficiency (Level 4&5) by 1 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (307)	45% (313)

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 areas that showed significant levels of proficiency and would require students to maintain or improve performance in grade 3 as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application  There are minimal enrichment resources for classroom use.  Level 4 & 5 Students Grade 3: 87%	2a.1. Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers.  Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning.  Continue the implementation of Differentiated Instruction daily.	2a.1. Administrators, Reading Curriculum Leader, and LLT.	2a.1. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.  The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.  Implement the use of rubrics to assess project based learning.  Continue the implementation of Kagan Cooperative Learning Structures	2a.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker  Summative: 2013 FCAT 2.0
2	2a.2. The area that showed significant levels of proficiency and would require students to maintain or improve performance in grade 4 as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.  There are minimal enrichment resources for	2a.2. Teachers should provide students with opportunities to read in all content areas and increase the use of concept/word maps during instruction.  Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning.	2a.2. Administrators, Reading Curriculum Leader, and LLT.	2a.2. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.  The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	2a.2 Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker

	classroom use.  Level 4 & 5 Students Grade 4: 89%	Continue the implementation of Differentiated Instruction daily.		Implement the use of rubrics to assess project based learning.  Continue the implementation of Kagan Cooperative Learning Structures	Summative: 2013 FCAT 2.0
3	2a.3 The area that showed significant levels of proficiency and would require students to maintain or improve performance in grade 5 as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis: Fiction/ Non-Fiction.  There are minimal enrichment resources for classroom use.  Level 4 & 5 Students Grade 5: 86%	2a.3 Teachers should provide students with opportunities to read in all content areas by increasing the use of Non -Fiction text. Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning.  Teachers should utilize the integration of multimedia presentations to demonstrate knowledge of standards.  Continue the implementation of Differentiated Instruction daily.	2a.3 Administrators, Reading Curriculum Leader, and LLT.	2a.3 Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.  The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.  Implement the use of rubrics to assess project based learning.  Continue the implementation of Kagan Cooperative Learning Structures.	2a.3 Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker  Summative: 2013 FCAT 2.0

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:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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 indicate that 73% of students made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percent of students making learning gains to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

73% (343)		78% (367)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3a.1. The percentage of students making learning gains decreased by 1 percentage points as noted on the 2012 administration of the FCAT 2.0 Reading Test.</p> <p>2012: 73% 2011: 74%</p> <p>Limited resources available to rigorously remediate and supplement instruction of the NGSSS.</p>	<p>3a.1. Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards.</p> <p>Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.</p>	<p>3a.1. Administrators, Reading Curriculum Leader, and LLT.</p>	<p>3a.1. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>3a.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>

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

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

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

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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>The Results of the 2012 FCAT 2.0 indicate that 76% of the students in the lowest 25% percentile made learning gains.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions, and remediation to increase the percent of students in the lowest 25% making learning gains to 81%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (94)	81% (100).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4a.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test , the number of students in the lowest 25% making learning gains increased by 11 percentage points.</p> <p>2012: 76% 2011: 65%</p> <p>Additional monitoring of the effectiveness and rigor of the interventions utilized is needed.</p>	<p>4a.1. Utilize Success Maker as Intervention for 30 minutes daily.</p> <p>Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.</p>	<p>4a.1. Administrators, Reading Curriculum Leader, and LLT.</p>	<p>4a.1. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p> <p>Monitor the effectiveness of interventions and remediation biweekly.</p> <p>Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the lowest 25 percent.</p>	<p>4a.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>

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
	73	75	78	80	83	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The Results of 2012 FCAT indicate that 73% of the students in the White subgroup and 70% of the students in the Hispanic subgroup are making satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the White subgroup to 85% and to increase the percentage of the students making satisfactory progress in the Hispanic subgroup to 74%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73%(50) Black: NA Hispanic: 70%(401) Asian: NA American Indian: NA	White: 85%(58) Black: NA Hispanic: 74%(424) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test 27% of students in the White subgroup and 30% of the students in the Hispanic subgroup did not make satisfactory progress.</p> <p>Limited resources available to rigorously remediate and supplement instruction of the NGSSS.</p>	<p>5B.1. Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards.</p> <p>Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.</p> <p>Utilize Success Maker as Intervention for 30 minutes daily.</p>	5B.1. Administrators, Reading Curriculum Leader, and LLT.	<p>5B.1. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p> <p>Monitor the effectiveness of interventions and remediation biweekly.</p> <p>Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ELL subgroup.</p>	<p>5B.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	<p>The Results of 2012 FCAT indicate that 26% of the students in the Students with Disabilities (SWD) subgroup are making satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the Students with Disabilities Subgroup to 37% .</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(16)	37%(23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, 74% the Students with Disabilities (SWD) did not make satisfactory progress.</p> <p>The students demonstrate a weakness in the ability to read and comprehend on grade level text.</p>	<p>5D.1. Present information through a multisensory approach. Implement the use of graphic organizers, visual cues, and peer tutoring to enhance the learning process.</p> <p>Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.</p> <p>Utilize Success Maker as Intervention for 30 minutes daily.</p>	5D.1. Administrators, Reading Curriculum Leader, and LLT.	<p>5D.1. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p> <p>Monitor the effectiveness of interventions and remediation biweekly.</p> <p>Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ELL subgroup.</p>	<p>5D.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker</p> <p>Summative: 2013 FCAT 2.0</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The Results of the 2012 FCAT indicate that 66% of the students in the Economically disadvantaged (ED) subgroup are making satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged (ED) subgroup making satisfactory progress to 70%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (295)	70% (313)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the 34% of the students in the Economically Disadvantaged Subgroup did not make satisfactory progress.</p> <p>Limited resources available to rigorously remediate and</p>	<p>5E.1. Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards.</p> <p>Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of</p>	5E.1. Administrators, Reading Curriculum Leader, and LLT.	<p>5E.1. Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>5E.1. Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from FCAT Explorer and Success Maker</p>

supplement instruction of the NGSSS.	deficiency. Utilize Success Maker as Intervention for 30 minutes daily	Monitor the effectiveness of interventions and remediation biweekly.  Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the ELL subgroup.	Summative: 2013 FCAT 2.0
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC-Topic-Common Core Standards	K-5	Reading Curriculum Leader and Curriculum Leaders	K-5 Language Arts/Reading Teachers	9/19/12	Student Work/ Classroom Walkthroughs	Reading Curriculum Leader/Administration
Success Maker	K-5	Dana Stephens	K-5 Language Arts/Reading Teachers	9/11/12	Student Work/ Classroom Walkthroughs	Reading Curriculum Leader/Administration
PLC Topic: Rigorous Differentiated Instruction	K-5	PLC Facilitator	K-5 Language Arts/Reading Teachers	10/17/12	PLC Agendas/Weekly Grade Level Planning Sheets	Reading Curriculum Leader/Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy Use how- to articles, brochures, fliers and real-world documents such as Super Science to identify text features and to locate, interpret and organize information.	Scholastic News Scholastic Super Science Magazine	Discretionary	\$1,448.48
Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers.	Exemplar Text: Fiction and Non-Fiction Literature	Discretionary	\$645.48
			Subtotal: \$2,093.96
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: \$2,093.96

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2011-2012 CELLA Listening/Speaking portion indicate that 79% of students achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 80%.			
2012 Current Percent of Students Proficient in listening/speaking:					
79% (261)					
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. The affective factors that play a negative role in strategy acquisition include anxiety, distress, frustration, and resistance.  1 Challenges in this area involve a lack of dominance in the English language.	1.1. Provide students with Modeling, Teacher Lead Groups, Use of Illustrations and the Language Experience Approach in order to increase listening skills.  Provide students with a print rich environment and exposure to Role Playing, Think Alouds, Repetition and Cooperative Learning Groups in order to enhance speaking skills.	1.1. Administrators, Reading Curriculum Leader and LLT	1.1. Following the FCIM model, analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment.  Ongoing classroom observations	1.1. Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments  Summative: Results from the 2013 CELLA Listening/Speaking Assessment.	

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal # 2:	The results of the 2011-2012 CELLA Reading portion indicate that 37% of students achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 38%.
2012 Current Percent of Students Proficient in reading:	

37% (121)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1. The affective factors that play a negative role in reading proficiency is lack of fluency and reading comprehension.</p> <p>Challenges in this area involve a lack of English language base including grammar and vocabulary, which hinder students from grasping meaning in reading.</p>	<p>2.1. Use how-to articles, brochures, fliers and real-world documents such as Super Science to identify text features, to locate, interpret and organize information.</p> <p>Activating prior knowledge, Making predictions, Question-Answer-Relationship using task cards. Read-alouds, choral reading, Readers theatre, cooperative learning.</p> <p>Focus on key vocabulary. Interactive word-walls, decoding, phonics, and spelling.</p> <p>Think, pair, share</p>	<p>2.1. Administrators, Reading Curriculum Leader and LLT</p>	<p>2.1. Following the FCIM model, analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment.</p> <p>Ongoing classroom observations</p>	<p>2.1. Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments</p> <p>Summative: Results from the 2013 CELLA Listening/Speaking Assessment.</p>

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 CELLA Writing portion indicate that 39% of students achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 39%.

2012 Current Percent of Students Proficient in writing:

39% (128)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1. Composing process may be laborious as they struggle to use complex grammar and vocabulary to make their writing more sophisticated.</p>	<p>2.1. Use Graphic Organizers, Illustrating and Labeling, Spelling Strategies, Rubrics &amp; Writing Prompts and Samples</p>	<p>2.1. Administrators, Reading Curriculum Leader and LLT</p>	<p>2.1. Following the FCIM model, analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment.</p> <p>Ongoing classroom observations</p>	<p>2.1. Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments</p> <p>Summative: Results from the</p>

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use how-to articles, brochures, fliers and real-world documents such as Super Science to identify text features, to locate, interpret and organize information.	Scholastic News Scholastic Super Science Magazine	Discretionary	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 36% of students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage points of students achieving (Level 3) by 3 percentage points to 39.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(252)	39%(271)

## 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. According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 3 students was Category 2 – Number: Base Ten and Fractions.  Students demonstrate a weakness in the ability to understand fractions and fraction equivalence.  Grade 3: 73%	1a.1. Students will be provided opportunities to use GO Math! Florida online interventions to provide additional instruction and practice with alternative approaches to understanding fractions and their equivalences.  Increase opportunities for students to model fractions and their equivalents given numbers using manipulatives.	1a.1. Administrators, Math Curriculum Leaders	1a.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	1a.1. Formative: Weekly assessments and District Interim Data Reports  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	1a.2. According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 4 students was Category 3 – Geometry and Measurement.  Students demonstrate a weakness in the ability to determine the area of a two-dimensional shape; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.  Grade 4: 68%	1a.2. Use GIZMOs and Brain Pop to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.  Increase opportunities for students to determine the area of a two-dimensional shape, as well as, model and build a three-dimensional object from a two-dimensional representation and vice versa using manipulatives.	1a.2. Administrators, Math Curriculum Leaders	1a.2. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	1a.2. Formative: Weekly assessments and District Interim Data Reports  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
	1a.3. According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 5 students was Category 3 – Geometry and	1a.3. Students will be provided opportunities to use GO Math! Florida online interventions to provide additional instruction and practice with alternative approaches to	1a.3. Administrators, Math Curriculum Leaders	1a.3. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to	1a.3. Formative: Weekly assessments and District Interim Data Reports  Summative: Results from the

3	Measurement. Students demonstrate a weakness in the ability to determine volume and surface area; and to convert units of measures within the same dimension to solve problems; and derive and apply formulas for area.  Grade 5: 62%	understanding measurement skills.  Use GIZMOs and Brain Pop to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	2013 FCAT 2.0 Mathematics assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	Our goal for the 2012-2013 school year is to have our student score a Level 4, 5, or 6 in the FAA in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. An anticipated barrier is that the student has never participated in the administration of the FAA in Mathematics.	1b.1. Train teachers effectively to implement access points.  Provide student with visual choices as presented in the Florida Alternate Assessment. Provide repetition opportunities for long term learning math concepts such as rote counting and number recognition through the use of manipulatives and visuals.	1b.1. Administrators, SPED Chairperson.	1b.1. Following the FCIM model and the Access Points the SPED Chairperson and teachers will review data weekly and adjust instruction as needed.	1b.1. Formative: Weekly teacher generated assessments WJ-III  Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 38% of students achieved above proficiency (Level 4 & 5).  Our goal for the 2012-2013 school year is to increase the percentage points of students achieving above proficiency (Level 4&5) by 1 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(261)	39%(271)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 3 students was Category 3 – Geometry and Measurement.</p> <p>Students demonstrate a weakness in the ability analyze properties of two-dimensional shapes; select appropriate units, strategies and tools to solve measurement Problems.</p> <p>Grade 3: 91%</p>	<p>2a.1. Students will be provided opportunities to use GO Math! Florida enrichment to provide additional instruction and practice with alternative approaches to understanding measurement and geometry skills.</p> <p>Students will be provided opportunities to enrich their understanding by giving additional instruction and practice in building, drawing and analyzing models to enrich their measurement concepts.</p>	2a.1. Administrators, Math Curriculum Leaders	<p>2a.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.</p> <p>District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.</p>	<p>2a.1. Formative: Weekly assessments and District Interim Data Reports.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.</p>
2	<p>2a.2. According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 4 students was Category 3 – Geometry and Measurement.</p> <p>Students demonstrate a weakness in the ability to determine the area of a two-dimensional shape; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 4: 86%</p>	<p>2a.2. Increase opportunities to use GIZMOs and Riverdeep to enhance students' conceptual knowledge of geometry and measurement skills.</p> <p>Provide opportunities to build, draw and analyze models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p>	2a.2. Administrators, Math Curriculum Leaders	<p>2a.2. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.</p> <p>District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.</p>	<p>2a.2. Formative: Weekly assessments and District Interim Data Reports.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.</p>
3	<p>2a.3 According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 5 students was Category 3 – Geometry and Measurement.</p> <p>Students demonstrate a weakness in the ability to determine volume and surface area; and to convert units of measures within the same dimension to solve problems; and derive and apply formulas for area.</p> <p>Grade 5: 83%</p>	<p>2a.3 Increase opportunities to use GIZMOs, Riverdeep, and BrainPop to enhance students' conceptual knowledge of geometry and measurement skills.</p> <p>Provide opportunities to build, draw and analyze models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p>	2a.3 Administrators, Math Curriculum Leaders	<p>2a.3 Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.</p> <p>District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.</p>	<p>2a.3 Formative: Weekly assessments and District Interim Data Reports.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.</p>

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in

mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 64% of students made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percent of students making learning gains to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(301)	69%(324)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. According to the results of the 2012 FCAT 2.0 Mathematics assessment the percentage of students making learning gains increased by 8 percentage points.  2012: 64% 2011: 56%  There are minimal enrichment resources available for classroom use.	3a.1. Students will be provided opportunities to use their understanding in real world contexts using Project Based Learning and Cooperative Learning to move students from guided learning to independent learning.  Teachers will provide DI for students to foster mastery of skills and concepts.	3a.1. Administrators, Math Curriculum Leaders	3a.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	3a.1. Formative: Weekly assessments and District Interim Data Reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 58% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation opportunities to increase the percent of students in the lowest 25% making learning gains to 68%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(61)	68%(71)

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. According to the results of the 2012 FCAT 2.0 Mathematics assessment the number of students in the lowest 25% making learning gains decreased by 3 percentage points.  2012: 58% 2011: 61%  The decrease indicates that students are not making appropriate learning gains. The deficiency would be the schools limited remediation resources.	4a.1. Continue the implementation of a pull-out tutorial program for students in the lowest 25% in the area of mathematics	4a.1. Administrators, Math Curriculum Leaders	4a.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	4a.1. Formative: Weekly assessments and District Interim Data Reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The Results of 2012 Mathematics FCAT assessment indicate that 78% of the students in the White subgroup, 74% of the students in the Hispanic subgroup, and 71% of the Asian subgroup are making satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the White subgroup to 85%, to increase the percentage of the students making satisfactory progress in the Hispanic subgroup to 78% and to increase the percentage of the students making satisfactory progress in the Asian subgroup to 88%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 78% (53) Black: N/A Hispanic: 74% (423) Asian: 71% (15) American Indian: N/A</p>	<p>White: 85% (58) Black: N/A Hispanic: 78% (446) Asian: 88% (18) American Indian: N/A</p>

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test 22% of students in the White subgroup, 26% of the students in the Hispanic subgroup and 29% of the Asian subgroup did not make satisfactory progress.</p> <p>Limited resources available to rigorously remediate and supplement instruction of the NGSSS.</p>	<p>5B.1. Provide opportunities to foster the use of meanings of numbers to create strategies and the use of models, place-value, and properties of operations to represent mathematical operations, as well as, create equivalent representation of given numbers. Through the use of manipulatives and the creation of models.</p> <p>Continue delivering Differentiated Instruction to remediate and promote mastery of mathematical concepts.</p>	<p>5B.1. Administrators, Math Curriculum Leaders</p>	<p>5B.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.</p> <p>District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.</p>	<p>5B.1. Formative: Weekly assessments and District Interim Data Reports.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.</p>

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

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

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

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 2012 Mathematics FCAT assessment indicate that 38% of the students in the Students with Disabilities (SWD) subgroup are making satisfactory progress.  Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the Students with Disabilities Subgroup to 53% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (24)	53% (33)

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. As noted on the administration of the 2012 FCAT 2.0 Mathematics Assessment, 62% the Students with Disabilities (SWD) did not make satisfactory progress.  The students demonstrate a weakness in fluency with on grade level mathematics number operation fluency.  The students also demonstrate a weakness in identifying key words in word problems to determine which operation to implement.	5D.1. Monitor student progress utilizing data.  Use Go Math Strategic Intervention to remediate students computation fluency and mastery of grade level computation skills.  Provide students with a visual of key words to be used for different operations to be used when solving word problems.	5D.1. Administrators, Math Curriculum Leaders	5D.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	5D.1. Formative: Weekly assessments and District Interim Data Reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The Results of the 2012 Mathematics FCAT assessment indicate that 69% of the students in the Economically disadvantaged (ED) subgroup are making satisfactory progress.  Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged (ED) subgroup making satisfactory progress to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

69% (308)			73% (326)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Assessment, the 31% of the students in the Economically Disadvantaged Subgroup did not make satisfactory progress.</p> <p>Limited resources available to rigorously remediate and supplement instruction of the NGSSS.</p>	<p>5E.1. Provide opportunities to foster the use of meanings of numbers to create strategies and the use of models, place-value, and properties of operations to represent mathematical operations, as well as, create equivalent representation of given numbers. Through the use of manipulatives and the creation of models.</p> <p>Continue delivering Differentiated Instruction to remediate and promote mastery of mathematical concepts.</p> <p>Continue to use Success Maker as an intervention tool.</p>	5E.1. Administrators, Math Curriculum Leaders	<p>5E.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.</p> <p>District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.</p>	<p>5E.1. Formative: Weekly assessments and District Interim Data Reports.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.</p>

*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
PLC Topic – Geometry and Measurement	4-5 Math	PLC Facilitator	4-5 Math Teachers	11/6/12	PLC Agenda and Weekly Grade Level Planning Sheet	Administrators and Math Liaison
PLC Topic Common Core Standards	All Math Teacher	PLC Facilitator	K-5 Math Teachers	9/19/12	Classroom Walkthroughs	Administrators and Math Liaison
Go Math Online Resources	3-5 Math	Houghton Mifflin Harcourt PD Specialists	3-5 Math Teachers	10/9/12	Classroom Walkthroughs and Weekly Grade Level Planning Sheet	Administrators and Math Liaison
PLC Topic – Problem Solving Protocol	3-5 Math	PLC Facilitator	3-5 Math Teachers	11/6/12	PLC Agenda and Weekly Grade Level Planning Sheet	Administrators and Math Liaison
PLC Topic – Number: Base Ten and Fractions	5th Grade Math	PLC Facilitator	5th Grade Math Teachers	11/6/12	PLC Agenda and Weekly Grade Level Planning Sheet	Administrators and Math Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for teachers to integrate literacy in the Mathematics classroom in order for students to enhance scientific thinking through writing, talking, and reading math.	Brain Pop	Discretionary Fund	\$1,595.00
			Subtotal: \$1,595.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,595.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT 2.0 Science Assessment indicate that 46% of the 5th Grade students achieved proficiency (Level 3).			
Science Goal # 1a:		The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th Grade students achieving proficiency (Level 3) by 3percentage points to 49%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46%(113)		49%(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
	1a.1. The areas where students experience the most difficulty are in Reporting category 3: Physical Science and Reporting category 2: Earth and Space.	1a.1. Increase the opportunity for authentic hands-on science experiments on observation and the development of hypotheses that are related to Physical	1a.1. Administrators, Science Liaison	1a.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will	1a.1. Formative: Weekly assessments and District Interim Data Reports Summative: Results from the

1	<p>Students need more opportunities to investigate Physical Science and Earth and Space through the development and design of science and engineering projects to increase scientific thinking. Additionally, students need to be provided with activities that allow for the implementation of inquiry-based activities in Physical Science as well as Earth and Space.</p> <p>Incorporate the use of SRA Snapshots Science videos and BrainPop to supplement instruction.</p>	<p>Science.</p> <p>Use GIZMOS in different modes with an emphasis on Physical Science and Earth and Space.</p>	<p>be made as needed.</p> <p>District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.</p>	<p>2013 FCAT 2.0 Mathematics assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	<p>The results of the 2012 FCAT 2.0 Science Assessment indicate that 13% of the 5th Grade students achieved above proficiency (Levels 4 &amp; 5)</p> <p>The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th Grade students achieving above proficiency (Levels 4 &amp; 5) by 1 percentage points to 14%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(31)	14%(34)

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 most difficulty was Reporting Category 3: Physical Science.  Students need additional opportunities for inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables and experimental design in Physical Science.	2a.1. Students in Fifth Grade will be provided with the opportunity to participate in inquiry-based projects that will extend their investigating skills and knowledge.  Teachers will monitor the progress made on these projects and provide additional extension opportunities for students scoring above proficiency	2a.1. Science Liaison	2a.1. Following the FCIM model, results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.  District Interim Data reports will be reviewed by administrators and math liaison and adjustments to strategies made as needed.	2a.1. Formative: Weekly assessments and District Interim Data Reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

Horizontal Continuity in Physical Science/ Fair Game Benchmarks	3-5 Science	PLC Facilitator	3-5 Science Teachers	11/14/12	Weekly Grade Level Planning Sheet	Science Liaison and Grade Level Curriculum Leader
2012 – 2013 MDCPS Science Fair Guidelines	3-5 Science	Science Liaison	3-5 Science Teachers	11/13/12	School participation in the Science Fair and results	Science Liaison
PLC Topic – SRA Snapshots Video Science	Grade 5 teachers	PLC Facilitator	5th grade Science Teachers	1/23/13	Classroom Walkthroughs	AP and Science Liaison

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
Incorporate the use of SRA Snapshots Science videos and Brain Pop to supplement instruction.	SRA Snapshots Science Videos: Four supplemental DVD's that incorporate the four science reporting categories	Discretionary	\$1,200.00
Incorporate the use of SRA Snapshots Science videos and BrainPop to supplement instruction.	BrainPop: Online videos for Math and Science	Discretionary	\$0.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

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 administration of the FCAT Writing indicates that 90% of the 4th grade students achieved FCAT level 3.0 or higher.  Our Goal for the 2012-2013 school year is to increase the level of proficiency by 1% to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(206)	91%(208)

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. An analysis of the 2012 FCAT writing indicated the area of deficiency was elaboration and conventions.	1a.1. Students will be exposed to mentor text and, through explicit instruction and independent practice, students will engage in the writing process.  Students will practice the writing process with an emphasis on the support and conventions elements through editing and revising their work. Students will be guided in self-editing, work in pairs and groups to peer edit, and confer with the teacher in one-on-one conferencing.	1a.1. Administrators, Reading Curriculum Leader  Members of the LLT	1a.1. Following the FCIM model, administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	1a.1. Students' scores on monthly writing assessments

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
Best Practices in Writing: Elaboration	Grades 3-4 Language Arts Teachers	Melissa Weber	Grades 3-4 Language Arts Teachers	11/6/12	Student writing samples/ Classroom Walkthroughs	Administration/ Reading Curriculum Leader
Best Practices in Writing: Conventions	Grades 3-4 Language Arts Teachers	Melissa Weber	Grades 3-4 Language Arts Teachers	11/6/12	Student writing samples/ Classroom Walkthroughs	Administration/ Reading Curriculum Leader

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our attendance level increased from 96.26% during 2011 – 2012 to our current level of 96.35%.  Our goal for the 2012-2013 school year is to increase attendance to 96.85% and reduce the number of students that are excessively tardy by 5% from 345 students to 328 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.35%(1290)	96.85%(1297)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

306	291
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
345	328

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. An anticipated barrier to increasing the attendance and tardy rate may be attributed to student truancy caused by a lack of intrinsic motivation to attend school.</p> <p>Excessive tardies may be due to illness, weather and students' dependency on parents for transportation.</p>	<p>1.1. In order to positively impact student attendance, a myriad of strategies and interventions will be implemented within the school, the classroom, and at the individual level. A school wide incentive plan utilizing an attendance raffle and grade level competitions will be used continuously to motivate students to attain the overall school attendance goal. At the classroom level, teacher created incentives such as "Bee Present" challenge that offers students opportunities to win prizes for the classroom attaining the most days of perfect attendance each quarter and "Dollar Bee's" which provide and added opportunity for classroom rewards will be undertaken to promote attendance. At the individual level, parents will be contacted by the classroom teacher and a message from the school will be implemented as an intervention for students with excessive absences and tardies. Quarterly perfect attendance awards, "Race for Attendance" and golden coins for Reward Day will be employed as a motivational tool that will promote student attendance and therefore aid in the attainment for our attendance goal.</p>	<p>1.1. Strategies and interventions will be closely monitored by Administrators.</p>	<p>1.1. Daily review of attendance rate and ongoing quarterly review of attendance data (i.e. excused/unexcused absences, tardies).</p>	<p>The percentage of overall student attendance.</p>
	<p>1.2. An anticipated barrier to increasing the</p>	<p>1.2. In order to address these anticipated</p>	<p>1.2. Strategies and interventions will</p>	<p>1.2 Daily review of attendance rate and</p>	<p>1.2. The percentage of overall student</p>

2	attendance rate may also be accredited to environmental factors such as new developing strands of influenza and/or other seasonal health issues (i.e. colds, allergies, viral and bacterial infections among others). In addition, inclement weather and fluctuations in climate may also influence student attendance rate.	environmental factors, students and parents will be provided with information on how to prevent the spread of germs. Wellness Videos aired throughout the year, health updates provided, and posters displayed throughout the school will promote good hygiene and reduce the spread of disease within the school community. Classroom teachers will also address hygiene within the classroom.	be closely monitored by Administrators.	ongoing quarterly review of attendance data (i.e. excused/unexcused absences, tardies).	attendance.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5	Administration	All teachers and school counselors	8/16/12	Daily review of attendance rate and ongoing quarterly review of attendance data (i.e. excused/unexcused absences, tardies).	Administrators and counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to positively impact student attendance, a myriad of strategies and interventions will be implemented at the school, classroom, and individual level.	Raffle items, dollar bees, and golden coins. Materials for incentives and reward day.	Discretionary Library Trust Funds PTA	\$2,500.00
Subtotal:			\$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:			\$2,500.00

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the number of students receiving In-School Suspensions by 10% from 7 students to 6 students.  Our goal for the 2012-2013 school year is to decrease the number of students receiving Out-Of-School Suspensions by 10% from 6 students to 5 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
12	11
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16	14
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	5

### 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. An anticipated barrier to decreasing the amount of students who receive In-School suspensions during the 2012-2013 school year is the amount of collaboration time between all stakeholders involved.	1.1. In order to decrease the amount of students who receive In-School suspensions during the 2012-2013 school year a school-wide Discipline Committee will continue to utilize incentives to increase students' positive behavior.  A school wide detention hall will be established to address behaviors that may escalate and result in In-School suspensions.	1.1. Strategies and interventions will be monitored by the administrative team and the Discipline Committee.	1.1. Monitor COGNOS report on student suspension rates.	1.1 COGNOS suspension report.
	1.2. An anticipated barrier	1.2. In order to decrease	1.2. Strategies and	Monitor COGNOS report on student suspension	1.2. COGNOS

2	to decreasing the amount of students who receive Out-Of-School suspensions during the 2012-2013 school year may be the lack of student motivation to adhere to the Student Code of Conduct and resorting to physical altercations instead of seeking assistance from school personnel.	the amount of students who receive Out-Of-School suspensions during the 2012-2013 school year, the character education curriculum will continue to be utilized to increase student's positive behavior.	interventions will be monitored by the administration team and the Discipline Committee.	rates.	suspension report.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Education	All teachers, school counselors	School counselors	All teachers and school counselors	8/16/12	Instructional Staff will present one of the lessons provided within the Character Education PLC to their students and provide a reflection of how this has affected their student's behavior.	Administrators/school counselors

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to decrease the amount of students who receive In-School suspensions during the 2011-2012 school year, a school-wide Discipline Committee will be created to develop incentives for student's positive behavior.	Materials for incentives and reward day.	PTA	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities from 38% to 40%, according to participation logs.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
38%		40%			
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 limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency.	1.1. Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday Folders. Make these materials available at the Parent Resource Center.	1.1. School Administration	1.1. Review participation logs indicating the number of parents who have visited the parent resource center.	1.1. Participation Logs Telephone Log
2	1.2. Parents have limited knowledge and understanding of school wide programs.	1.2. Family members, students, and teachers are invited to participate in workshops to learn how the school uses various programs.  Instructional Staff will create classroom websites to increase parent involvement.	1.2. School Administration Reading Curriculum Leader	1.2. Review sign in sheets/logs to determine the number of parents attending school or community events.	1.2. Sign in sheets/logs Parental Involvement Monthly School Report

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
Parent Involvement	All Teachers and School Counselors	Master Teachers	All Teachers/ School Counselors	1/15/13	Instructional Staff will create classroom websites to increase parent involvement.	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate the use of parenting materials at the Parent Resource Center.	Materials to assist parents in the understanding of available resources.	Discretionary	\$150.00
			Subtotal: \$150.00
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: \$150.00

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		To increase the level of student participation in our annual Science Fair.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The incorporation of STEM activities into the focus calendar as well as the provision of opportunities to participate in inquiry-based activities on an on-going basis.	1.1. To provide professional development on STEM and its usage in the curriculum.  Develop a school STEM club that incorporates various projects.	1.1. Administrators and Science Liaison	1.1. Following the FCIM model, District Interim Data reports will be reviewed by administrators and math and science liaison and adjustments to strategies will be made as needed.	1.1. Formative: Weekly Benchmark assessments and District Interims.  Summative: 2013 FCAT 2.0 Science assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Topic: STEM	3-5 Math & Science Teachers	Science Liaison	3-5 Math & Science Teachers	10/17/12	Classroom Walkthroughs	Administrators and Science Liaison

STEM Budget:

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

End of STEM Goal(s)



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Strategy Use how- to articles, brochures, fliers and real-world documents such as Super Science to identify text features and to locate, interpret and organize information.	Scholastic News Scholastic Super Science Magazine	Discretionary	\$1,448.48
Reading	Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers.	Exemplar Text: Fiction and Non-Fiction Literature	Discretionary	\$645.48
Attendance	In order to positively impact student attendance, a myriad of strategies and interventions will be implemented at the school, classroom, and individual level.	Raffle items, dollar bees, and golden coins. Materials for incentives and reward day.	Discretionary Library Trust Funds PTA	\$2,500.00
Suspension	In order to decrease the amount of students who receive In-School suspensions during the 2011-2012 school year, a school-wide Discipline Committee will be created to develop incentives for student's positive behavior.	Materials for incentives and reward day.	PTA	\$2,000.00
Parent Involvement	Facilitate the use of parenting materials at the Parent Resource Center.	Materials to assist parents in the understanding of available resources.	Discretionary	\$150.00
				Subtotal: \$6,743.96
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide opportunities for teachers to integrate literacy in the Mathematics classroom in order for students to enhance scientific thinking through writing, talking, and reading math.	Brain Pop	Discretionary Fund	\$1,595.00
Science	Incorporate the use of SRA Snapshots Science videos and Brain Pop to supplement instruction.	SRA Snapshots Science Videos: Four supplemental DVD's that incorporate the four science reporting categories	Discretionary	\$1,200.00
Science	Incorporate the use of SRA Snapshots Science videos and BrainPop to supplement instruction.	BrainPop: Online videos for Math and Science	Discretionary	\$0.00
				Subtotal: \$2,795.00
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
CELLA	Use how-to articles, brochures, fliers and real-world documents such as Super Science to identify text features, to locate, interpret and organize information.	Scholastic News Scholastic Super Science Magazine	Discretionary	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,538.96

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase materials to enhance student achievement, such as planners to facilitate organization and Take Home Tuesday Folders to maintain an open communication between home and school. Additional supplemental materials will be purchased on a needs basis.	\$6,382.00

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

The School Advisory Council meets monthly to evaluate data and student progress, as well as, develop and monitor the implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District NORMA BUTLER BOSSARD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	88%	96%	77%	348	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	56%			130	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?	65% (YES)	61% (YES)			126	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District NORMA BUTLER BOSSARD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	92%	73%	342	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%	75%			148	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?	69% (YES)	78% (YES)			147	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					637	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested