

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SPRINGVIEW ELEMENTARY SCHOOL

District Name: Dade

Principal: Mayte M. Dovale

SAC Chair: Janice Keenan

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

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K-12 Public Schools  
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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	Mayte M. Dovale	BA: Early Childhood-Elementary Education, Master of Science: Elementary Education, Certifications: Reading K-12, Primary Education K-3, Elementary Ed. 1-6, Educational Leadership	5	11	'12 '11 '10 '09 '08 School Grade A A B A A High Standards Rdg. 75 88 83 81 78 High Standards Math 74 88 82 77 77 Lrng Gains-Rdg. 84 77 70 78 64 Lrng Gains-Math 78 56 67 66 56 Gains-Rdg-25% 75 78 49 77 57 Gains-Math-25% 63 63 70 73 59
Assis Principal	Irene Gomez-Lugo	BS: Criminal Justice; Master of Science: Elementary Education, Educational Specialist: Ed.	1	7	'12 '11 '10 '09 '08 School Grade C B B A B High Standards Rdg. 34 70 69 75 65 High Standards Math 46 67 71 71 67 Lrng Gains-Rdg. 62 67 63 49 68

Leadership  
Certifications:  
Elementary Ed.1-  
6, ESOL,  
Educational  
Leadership

Lrng Gains-Math 74 55 58 68 66  
Gains-Rdg-25% 69 57 58 66 60  
Gains-Math-25% 88 56 58 70 77

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with Principal	Principal	On-going	2. Regular meetings of new teachers with Principal
2	Partnering new teachers with veteran staff	Principal	On-going	3. Partnering new teachers with veteran staff
3	Partnering with local university internship programs	Assistant Principal & Counselor	On-going	Partnering with local university internship programs
4	Referrals from current employees	Principal	N/A	Referrals from current employees

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
38	0.0%(0)	5.3%(2)	50.0%(19)	44.7%(17)	34.2%(13)	100.0%(38)	5.3%(2)	7.9%(3)	76.3%(29)

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

## 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.

Administrator(s) who will ensure commitment and allocate resources;  
Teacher(s) and School Site Reading Representative who share the common goal of improving instruction for all students; and  
Team members who will work to build staff support, internal capacity, and sustainability over time.  
The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted.  
Springview Elementary School's MTSS/RtI Leadership Team will engage in data-driven decision-making. To this end, progress will be determined through assessment systems administered throughout the school year as follows:

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?

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?

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration, through a process of problem solving, as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing, and prevention of student failure through early intervention.

MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and School Site Reading Representative who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time.

The following steps will be considered by the school's Leadership Team to address how to best utilize the process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating staff with procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will 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.

-Baseline data consists of the following assessment systems (a) Progress Monitoring and Reporting Network (PMRN), (b) Florida Assessments for Instruction in Reading (FAIR), (c) Stanford Achievement Test (SAT), (d) Florida Comprehensive Assessment Test (FCAT), and (e) the District's baseline assessments (as analyzed through Edusoft)

- Progress Monitoring is conducted through the following systems: (a) PMRN, (b) Curriculum Based Measurement (CBM), and (c) Reading, Math and Science Interim Assessments (as analyzed through Edusoft)

- Midyear data is garnered from the following: (a) FAIR and (b) FCAT Released Tests

- End of year assessments include the following (a) FAIR, (b) FCAT, (c) SAT, and (d) the District's baseline assessments (as analyzed through Edusoft)

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

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

2. Managed data will include:

- FAIR assessments
- Reading, Math and Science Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals of student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Administrators will ensure commitment and allocate resources;

1. Teachers and School Site Reading Representative will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving;
2. Team members who will meet to review consensus, infrastructure, and implementation of building level

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Ms. Mayte Dovale , Principal
- Ms. Irene Gomez-Lugo, Assistant Principal
- Ms. Olga Siddons, Counselor
- Ms. Silvia Castro-Hernandez, Media Specialist, School Site Reading Representative, and Technology Specialist
- Ms. Jill Vizcaino, Primary-Select General Education Teacher and Teacher of the Gifted
- Ms. Tania Jimenez, ., Intermediate-Select General Education Teacher
- Ms. Azucena Carvajal, Special Education Teacher
- Ms. Muriel Solomon, ELL Support Teacher
- Ms. Maritza Garneff, School Site Science Representative
- Ms. Araceli Prieto, School Site Mathematics Representative

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, School Site Reading Representative, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with the principal regarding the meetings

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

The Literacy Leadership Team is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The School Site Reading Representative will serve as a member of the Literacy Leadership Team. The School Site Reading Representative will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The School Site Reading Representative will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The School Site Reading Representative will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, analyzing data; and providing professional development.

## 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.

Title I Administration assists Springview Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Preschool children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of Parent Drop-in Day, the Kindergarten Orientation Meeting, Open House, and College Bound Meetings. Through the College Bound Programs, parents are able to participate in an online, research based parent training support program offered in English and Spanish to develop a partnership with the school, the Family Enrichment Center offers several training/workshops to help the parents with the transition. Head Start and the Building Early Language Literacy (BELL) prekindergarten ESE program are used to assist those students with low readiness rates. Prekindergarten students are given the Batelle Development Inventory, Phonological and Early Literacy Inventory, Devereux Early Childhood Assessment (DECA) are administered to the Pre-K students and the Phonological and Early Literacy Inventory (PELI) to assess students readiness levels. Kindergarten students continue to be monitored through the use of the ECHOS and FLKRS assessment, FAIR and OLPS/RLDA ESOL assessment. Preschool and kindergarten teachers are responsible for implementing strategies that will assist the students with the mastery of skills.

## \*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?

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## 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](#)

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## 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:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (49)	22% (57)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students lack the skills necessary to be successful readers.  Grades 4 and 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis Fiction/Non Fiction. Students lack the skills necessary to gain understanding of the elements of story structure and descriptive language.	Grade 3: Students should use grade-level appropriate texts that include identifiable author's purpose/perspective, telling a story, and conveying a particular mood.  Grade 4 and 5: Students should use grade-level appropriate texts to identify and interpret elements of story structure within and across texts.	MTSS/RTI Literacy Leadership Team	Utilizing the FCIM, the administration will review formative assessment data bi-weekly to ensure progress is being made and adjustments to interventions as needed.	Formative: Interim Assessments, weekly skills assessments, Reading Plus, Accelerated Reader, and SuccessMaker reports  Summative: 2013 FCAT 2.0 Reading Test

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

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

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



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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (137)	55%(142)

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	Grade 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Students lack the skills necessary to be successful readers.  Grades 4 and 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis Fiction/Non Fiction. Students lack the skills necessary to gain understanding of the elements of story structure and descriptive language.	Grade 3: Students should be exposed to enrichment activities that include above level texts where students interpret author's purpose/perspective, telling a story, and conveying a particular mood.  Grade 4 and 5: Students should be exposed to enrichment activities that include above level texts to identify and interpret elements of story structure within and across texts.	MTSS/RtI Literacy Leadership Team	Utilizing the FCIM, the administration will review on-going classroom assessments and observations focusing on students' abilities to complete assignments while the teacher acts as the facilitator guiding students to become independent learners. Rubrics will be used to assess students learning.	Formative: Interim Assessments weekly skills assessments, Accelerated Reader, Reading Plus, and SuccessMaker reports  Summative: 2013 FCAT 2.0 Reading Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(145)	89%(154)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The percent of students making learning gains increased by 7 percentage points as noted on the 2012 administration of the FCAT 2.0 Reading Test.	Develop a rotation schedule in order to optimize usage of computers to increase the implementation of Accelerated Reader, SuccessMaker and Reading Plus.	MTSS/RtI Literacy Leadership Team	Utilizing the FCIM, the administration will review Accelerated Reader, SuccessMaker and Reading Plus reports to ensure students are making adequate progress.	Formative: SuccessMaker and Reading Plus Reports
2	Although an increase of percentage points was achieved, limited time for students to utilize technology effectively during interventions hindered further progress.	Students will work independently and progress will be monitored through data chats and monitoring Accelerated Reader, SuccessMaker and Reading Plus reports.	MTSS/RtI Literacy Leadership Team	Monitor rotation schedule of students.	Summative: 2013 FCAT 2.0 Reading Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(32)	80%(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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains decreased by 5 percentage points.  Students are in need of differentiated instruction, remediation and intervention. Students require structured intervention implemented with fidelity.	Before, during, and after school tutorial programs will focus on vocabulary instruction and reading comprehension strategies utilizing SuccessMaker, the Success Academy Curriculum, and the Florida Ready FCAT Practice Books.	MTSS/RtI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor programs weekly to ensure they are being implemented with fidelity.  Review student data reports bi-weekly to ensure progress is being made and adjust interventions as needed.	Formative: bi-weekly assessments and data reports, SuccessMaker, Reading Plus reports, FAIR data  Summative: 2013 FCAT 2.0 Reading Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal is to decrease by 50% the non-proficient students from the baseline of 2011-2012 to the administration of the 2017 FCAT 2.0.				
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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 67% of students in the White subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency in the White subgroup by 15 percentage points to 82%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (11)	82% (14)

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>As noted on the administration of the 2012 FCAT 2.0 Reading Test, 67% of the White subgroup students achieved proficiency.</p> <p>The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test indicates the White subgroup lacks the necessary skills for reading comprehension and appropriate grade level vocabulary.</p> <p>White: 67% (11)</p>	Students will read with a focus on vocabulary instruction and reading comprehension strategies.	MTSS/RtI Literacy Leadership Team	Utilizing the FCIM, the administration will analyze and monitor data during the weekly common planning time meetings attended by grade level teachers and School Site Reading Representative.	<p>Formative: FAIR, District, and School-site assessment data, SuccessMaker and Reading Plus reports</p> <p>Summative: 2013 FCAT 2.0 Test</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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 25% of students in the Students With Disabilities subgroup did not achieve proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the Students With Disabilities subgroup by 16 percentage points to 41%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (4)	41% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, 25 % of the Students With Disabilities subgroup achieved proficiency.  The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test indicates the Students With Disabilities subgroup lacks appropriate grade level vocabulary and reading comprehension skills.	Students will read with a focus on vocabulary instruction and reading comprehension strategies.	MTSS/RTI Literacy Leadership Team	Utilizing the FCIM, the administration will review formative assessment data bi-weekly to ensure progress is being made and adjust interventions as needed.	Formative: in-house assessments, Edusoft data reports, District Interim Assessments, Progress Monitoring Reporting Network (PMRN)  Summative: 2013 FCAT 2.0 Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Common Core Standards	K-5	School Site Reading Representative	K-5 Teachers	November 6, 2012	Focused lesson plans and classroom walk-throughs	MTSS/RtI Literacy Leadership Team
Data analysis	K-5	MTSS/RtI Literacy Leadership Team	K-5 Teachers	August 16, 2012 (quarterly)	Data Chats and Edusoft Reports	MTSS/RtI Literacy Leadership Team
Differentiated Student Instruction During the Reading Block	K-5	School Site Reading Representative, Assistant Principal	K-5 Teachers	September 26, 2012	Focused lesson plans and classroom walk-throughs	MTSS/RtI Literacy Leadership Team
SVE Best Practices	K-5	School Site Reading Representative, Assistant Principal	K-5 Teachers	October 2012 - May 2013 monthly	Focused lesson plans and classroom walk-throughs	MTSS/RtI Literacy Leadership Team
SVE Nov. 6 Non-Opt Day	K-5	MTSS/RtI Literacy Leadership Team	K-5 Teachers	November 2012	Focused lesson plans and classroom walk-throughs	MTSS/RtI Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-4, These resources will be utilized for the enrichment of vocabulary analysis.	Student Planners/Take home Folders	PTA, School Funds	\$1,300.00
Goals 1-4, This activity will be utilized for the enrichment of reading comprehension skills.	Reading Under the Stars	PTA	\$300.00
Goals 1-4, These resources will be utilized for the enrichment of reading comprehension skills.	Scholastic Publications/TIME For Kids	School Funds	\$2,500.00
			Subtotal: \$4,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-4, These resources will be utilized for the enrichment of reading comprehension skills.	Accelerated Reader and STAR Reading Enterprise Real Time Subscription (Web-based Program)	School Funds	\$2,900.00
Goals 1-4, These incentives help promote students to achieve their individual AR reading goals all year.	AR medals	PTA	\$400.00
Goals 1-4, This activity will be utilized for the enrichment of reading comprehension skills.	Headphones	EESAC Funds	\$500.00
			Subtotal: \$3,800.00
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: \$7,900.00

End of Reading 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:	Based on the 2012 CELLA data, 58% of students were proficient in Oral Skills.
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2012 Current Percent of Students Proficient in listening/speaking:

58% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 CELLA, students lack the vocabulary necessary to verbalize their thought processes.  Students also lack the stamina required for listening skills.  Students are in need of differentiated instruction, remediation, and intervention. Students require structured intervention implemented with fidelity with a focus on vocabulary, spoken language, and listening skills.	Instruction will focus on spoken vocabulary using ESOL strategies in the classroom such as Choral Reading, Role Play, and Read Alouds, as well as, SuccessMaker to stimulate growth and understanding of spoken vocabulary and language patterns.  Instruction will focus on listening skills using ESOL strategies in the classroom such as listening strategies modeled by the teacher, teacher led groups, Total Physical Response(TPR), and the use of illustrations/diagrams, and labeling of classroom to stimulate growth and understanding of oral development and language patterns.	ELL Coordinator Administration	Utilizing the FCIM, the administration will monitor the progress of students through the use of ESOL Strategies utilized during reading instruction, as well as through the SuccessMaker Program, quarterly STAR Reports, FAIR Results, and Reading Plus.	Formative Assessments: Weekly Skills Assessments FAIR Results  Summative: 2013 CELLA 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:	Based on the 2012 CELLA data, 30% of students were proficient in Reading.
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2012 Current Percent of Students Proficient in reading:

30% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	As noted on the administration of the 2012 CELLA, students lack the necessary fluency and comprehension skills.  Students are in need of differentiated instruction, remediation, and intervention.	Before, during, and after school tutorial programs will focus on vocabulary instruction and reading comprehension strategies.  SuccessMaker, the Success Academy Curriculum, and the Florida Ready FCAT Practice Books will be utilized for the tutorial programs.	ELL Coordinator Administration	Utilizing the FCIM, the administration will monitor the progress of students through the use of ESOL Strategies utilized during reading instruction, as well as through the SuccessMaker Program, quarterly STAR Reports, FAIR Results, and Reading Plus.	Formative Assessments: Weekly Skills Assessments FAIR Results  Summative: 2013 CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Based on the 2012 CELLA data, 39% of students were proficient in Writing.

2012 Current Percent of Students Proficient in writing:

39% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 CELLA, students lack the necessary skills for writing, such as, conventions, letter recognition, and supporting details.  Students are in need of differentiated instruction, remediation, and intervention.	During writing instruction, students will use graphic organizers to plan, draft with logical sequence, use supporting details and elaboration, and to incorporate the author's voice. There will be a focus on sentence formation, grammar, spelling, and punctuation.  Before, during, and after school tutorial programs will focus on skills necessary for writing.	ELL Coordinator Administration	Utilizing the FCIM, the administration will monitor the monthly writing prompts.	Formative: Monthly Writing Prompts  Summative: 2013 CELLA Assessment

CELLA Budget:

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



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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (67)	29% (75)

### 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	Grade 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Fractions. Students lack the skills necessary to solve word problems involving fractions.  Grades 4 and 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Base Ten and Fractions(Grade 4) and Reporting Category 1 Number: Base Ten and Fractions(Grade 5.) Students lack the skills necessary to solve word problems involving Base Ten and Fractions.	Grade 3: Students will be given opportunities with exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply learning to solve real-life problems aligned to the NGSSS Standards Big Idea  Grades 4 and 5: Students will be given opportunities with exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply learning to solve real-life problems aligned to the NGSSS Standards Big Idea.	MTSS/RTI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor programs and review formative assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: Computer Assisted Program-CAP reports generated from FCAT Focus, Success Maker Math, Gizmos , Riverdeep Interim Assessments  Summative: 2013 FCAT 2.0 MathematicsTest

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 46% of students achieved levels 4 and 5 proficiency.  Our goal is to maintain and/or increase student proficiency by 1 percentage point to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (118)	47% (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	Grade 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Fractions.  Grades 4 and 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Base Ten and Fractions (Grade 4) and Reporting Category 1 Number: Base Ten and Fractions (Grade 5.) Students lack the skills necessary to solve word problems involving Base Ten and Fractions fractions.	Grades 3: Develop an understanding of multiplication and division and strategies for basic multiplication facts and related division facts; represent, compute, estimate and solve problems using numbers through hundred thousand, solve non-routine problems and supply opportunities for enrichment activities.  Grades 4 and 5: Engage students in enrichment activities to utilizing technology, such as Gizmos and FCAT Explorer that include visual stimuli to develop conceptual understanding of numbers.	MTSS/RTI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor programs and review formative assessment data reports to ensure progress is being made and adjust interventions as needed.  Provide time during grade level meetings to share best practices and reflect on additional needs.	Formative: bi-weekly assessments, District Interim Assessment reports, student authentic work and SuccessMaker reports  Summative: 2013 FCAT 2.0 Mathematics Test

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 78% of students made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (135)	83% (144)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Fractions.  Grades 4 and 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Base Ten and Fractions (Grade 4) and Reporting Category 1 Number: Base Ten and Fractions (Grade 5.) Students lack the skills necessary to solve word problems involving Base Ten and Fractions fractions.	Grade 3: Provide explicit instruction through the use of hands-on activities utilizing the NGSSS to develop skills and concepts and utilize SuccessMaker in a lab setting on a daily basis. Implement tutoring before and after school.  Grades 4 and 5: Provide explicit instruction through the use of hands-on activities utilizing the NGSSS to develop skills and concepts and utilize SuccessMaker in a lab setting on a daily basis. Implement tutoring before and after school.	MTSS/RtI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor programs and review SuccessMaker reports to ensure students are making adequate progress and adjust interventions as needed. Monitor student progress in tutoring classes with the utilization of a pre and post-test and monthly checkpoints.	Formative: bi-weekly assessments District Interim Assessment reports student authentic work, SuccessMaker reports  Summative: 2013 FCAT 2.0 Mathematics Test

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test 63% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5% percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (26)	68% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Fractions.  Grades 4 and 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2 Number: Base Ten and Fractions(Grade 4) and Reporting Category 1 Number: Base Ten and Fractions(Grade 5.)	Grade 3: Identify lowest performing students and provide explicit instruction through the use of hands-on activities utilizing the NGSSS to develop skills and concepts and utilize SuccessMaker in a lab setting on a daily basis. Implement tutoring before and after school.  Grades 4 and 5: Provide explicit instruction through the use of hands-on activities utilizing the NGSSS to develop skills and concepts and utilize SuccessMaker in a lab setting on a daily basis. Implement tutoring before and after school.	MTSS/RtI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor programs and review interim assessment data reports to ensure progress is being made and adjust intervention as needed. SuccessMaker progress will be monitored regularly by an assigned interventionist.	Formative: Student authentic work and monthly assessments.  Summative: 2013 FCAT 2.0 Mathematics Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
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by 50%.	5A :					
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 the 2011-2012 FCAT 2.0 Mathematics Test indicate that 73% of students in the White subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the White subgroup by 9 percentage points to 82%.</p> <p>The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 74% of students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by 4 percentage points to 78%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% (12) Hispanic: 74% (175)	White: 82% (14) Hispanic: 78% (185)

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>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, 73% of White students achieved proficiency. 74% of Hispanic students achieved proficiency.</p> <p>Students require basic skills in the area of Number and Operations. Students need more practice in developing quick recall of basic mathematical concepts.</p>	<p>Students will participate in tutorial programs that focus Numbers: Base Ten and Fractions, Operations and Problems and Statistics, Geometry and Measurement.</p> <p>Students will practice number relationships, mathematical reasoning, problem solving skills including techniques on how to solve non-routine problems.</p>	MTSS/RTI Literacy Leadership Team	Data debriefing Sessions with Mathematics teachers and Leadership Team.	<p>Formative: Baseline, Interim Assessments, and Chapter Tests.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Test</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>	<p>The results of the 2011-2012 FCAT 2.0 Mathematics test indicate that 64% of students in the ELL subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 is to increase student proficiency by 9 percentage points to 73%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (28)	73% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics test, 64% of ELL students achieved proficiency. The ELL subgroup lacks language proficiency and appropriate grade level vocabulary.</p> <p>Appropriate and timely placement of students in interventions will ensure the academic success of ELL students.</p>	<p>Utilize the Go Math! Florida Online Intervention program that provides alternate approaches for concepts and skills.</p> <p>Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60 minute mathematics instructional block.</p>	MTSS/RtI Literacy Leadership Team	The RtI Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	Effectiveness will be determined through in-house assessments, Edusoft Data Reports, District Interim Assessments and the 2013 FCAT 2.0 results.

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:	
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	<p>The results of the 2011-2012 FCAT 2.0 Mathematics test indicate that 69% of students in the Economically Disadvantaged subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 73%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (108)	73% 115)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, 69% of the Economically Disadvantaged students achieved proficiency.  The Economically Disadvantaged subgroup lacks appropriate grade level vocabulary and sufficient time for hands-on activities during small group instruction.  Appropriate and timely placement of students in interventions will ensure the academic success of ED students.	Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60 minute mathematics instructional block.  Provide ample time for hands-on activities during small group instruction.	MTSS/RTI Literacy Leadership Team	The RtI Team will meet monthly to analyze current data reports generated through Edusoft in order to monitor the effectiveness of the interventions.	Formative: Effectiveness will be determined through in-house assessments, Edusoft Data Reports, and District Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics Test

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction During the Mathematics Instructional block	K-5 Mathematics	School Site Math Representative	K-5 Teachers	September 2012-May 2013	Mathematics small-group schedule	Principal, Assistant Principal
GoMath-Think Central	K-5 Mathematics	School Site Math Representative	K-5 Teachers	August 31 2012-May 2013	Mathematics small-group schedule	Principal, Assistant Principal
Riverdeep	K-5 Mathematics	School Site Math Representative	K-5 Teachers	September 2012-May 2013	Mathematics small-group schedule	Principal, Assistant Principal
Successmaker	K-5 Mathematics	School Site Math Representative	K-5 Teachers	September 2012-May 2013	Mathematics small-group schedule	Principal, Assistant Principal

Mathematics Budget:

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



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

End of 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 Test indicated that 37% of students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 38%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (37)		38% (38)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category 3 Physical Science.	1a.1. Provide additional instruction and inquiry activities in Reporting Category 3 Physical Science, using a process that engages, explores, explains, extends, and evaluates concepts related to matter, energy, force, and motion using an established rubric.	1a.1. MTSS / RtI Literacy Leadership Team	1a.1. Utilizing the FCIM, the administration will monitor programs and review the results of progress monitoring assessment data once a month to discuss students' progress and adjust instruction as needed.	1a.1. Formative: School-site monthly assessments, Interim assessments  Summative: 2013 FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	
Science Goal #1b:	
2012 Current Level of Performance:	
2013 Expected Level of Performance:	

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicated that 45% of students achieved levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (45)	45% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category 3 Physical Science.	2a.1. Provide enrichment activities for students to design and develop inquiry-based activities in Reporting Category 3 Physical Science. Students need to be exposed to additional lessons and activities that include concepts related to matter, energy, force, and motion that increase rigor and develop critical-thinking skills through reading and writing.	2a.1. MTSS/ RtI Literacy Leadership Team	2a.1. Utilizing the FCIM, the administration will monitor programs and review the results of progress monitoring assessment data once a month to discuss students' progress and adjust instruction as needed. Monitoring of work samples from on-going classroom investigations through lab reports and journals focusing on Physical Science.	2a.1. Formative: School-site monthly assessments, Interim assessments  Summative: 2013 FCAT 2.0 Science Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Elementary Science Leaders/Coaches Dialogues	Grades 3-5	District	Grades 3-5	September 2012 – May 2013	Grade level planning sessions/ Lesson Plans	Principal, Assistant Principal, Science Representative
Exploring the NGSSS in Elementary Science	Grades 3-5	District	Grades K-5	September 2012- May 2013	Grade level planning sessions/ Lesson plans	Principal, Assistant Principal, Science Representative
P-SELL Science (Promoting Science Among English Language Learners)	Grade 5	University of Miami / District	Grade 5	Summer 2012, February 2013, April 2013	Grade level planning sessions/ Lesson plans	Principal, Assistant Principal, Science Representative
Fairchild Challenge	Grades K-5	Fairchild Tropical Gardens	Grades K-5	September 2012	Grade level planning sessions/ Lesson plans/Fairchild Entries	Principal, Assistant Principal, Science Representative

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1 and 2: These materials will be utilized to enhance the science curriculum.	Super Science Magazine	School Funds	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1 and 2: This program will be utilized to enhance the science curriculum.	Brainpop Subscription	EESAC Funds	\$300.00
			Subtotal: \$300.00
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: \$500.00			

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:	Our goal for the 2012-2013 school year is to maintain the percentage of students achieving at or above proficiency at 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (78)	95% (78)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students entering fourth grade need additional practice and instruction in the areas of organization and support.  Students lack the necessary skills needed to incorporate real life experiences into their writing.	During writing instruction, students will use graphic organizers to plan, draft with logical sequence, use supporting details, elaboration of real life experiences and to incorporate the author's voice. There will be a focus on sentence structure, grammar, spelling, capitalization, and punctuation.  Before, during, and after school tutorial programs will focus on skills necessary for writing.	MTSS/ RtI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor the students' scores and progress on the monthly writing prompts and adjust instructional focus as needed. Writing teachers will hold monthly teacher/student conferences to review individual student progress.	Formative: Monthly writing assessments and District Writing pre/post tests  Summative: 2013 FCAT 2.0 Writing Test

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the use of revision and editing strategies.	K-4	School Site Reading Representative School	K- 4th grade teachers	September 2012-May 2013	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, and School Site Reading Representative
How to Utilize Rubric	K-4	School Site Reading Representative	K- 4th grade teachers	September 2012-May 2013	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, and School Site Reading Representative

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

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to maintain attendance at the 97.37% by minimizing absences. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.37% (527)	97.37% (527)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
82	78
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
103	98

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students come from single parent families or homes where both parents must work resulting in parent's(s)' inability to monitor their students excessive absences due to illnesses and truancy.	The Attendance Review Committee will identify and monitor students who may be developing a pattern of excessive absences and/or tardiness.	Administration, School Counselor, Social Worker, and School Registrar.	Utilizing the FCIM, the administration will monitor the Daily Absentee Bulletin and School District Absentee Reports on a weekly basis to determine if strategies implemented are successful and adjust strategies where needed.	Daily Attendance Bulletins and School District Absentee Reports
2	Students come from single parent families/homes in which head of household is employed at night; resulting in the inability to get their children to school on time.	Students developing a pattern of habitual absences and tardiness will be identified and referred to the school social worker and the Attendance Review Committee.	Administration, School Counselor, Social Worker, and School Registrar.	Utilizing the FCIM, the administration will monitor the Daily Absentee Bulletin and School District Absentee/Tardy Reports on a weekly basis strategies implemented are successful or make adjustments where needed.	Daily Attendance Bulletins and School District Absentee/Tardy Reports

(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	Attendance Review Committee	School-wide	August 2012-May 2013	A truancy intervention will be developed during the PD. The Assistant Principal will monitor the implementation of this program by teachers and staff	Administration and Counselor
Increasing Home and School Contact and Involvement	K-5 Home and School Involvement	Administrators	School-wide	October 2012 and February 2013	Instructional Staff will complete monthly reports on parent contacts	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
These materials will be utilized as an incentive to promote student attendance.	Attendance Incentives	PTA	\$500.00
			Subtotal: \$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: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2010-2013 school year is to maintain the number of out-of-school suspensions at 5.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	3

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	Remediate school discipline problems to maintain a low in-school suspension rate.  Remediate school discipline problems to maintain a low out-of-school suspension rate.	To maintain a low in-school suspension rate, implement procedures to remediate discipline problems before they escalate into larger problems by using a school-wide discipline plan.  To maintain a low out-of-school suspension rate, staff will utilize the implementation of individual and small group student counseling, and conflict mediation procedures.	Administration and school counselor	Utilizing the FCIM, the administration will monitor the Student Case Management Referrals on a weekly basis.	End-of-year suspension rate 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
The Student Code of Student Conduct	K-5	Principal and Assistant Principal	School wide	August 2012 – May 2013	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Student Conduct. Monitor Spot Success monthly report.	Administration



Classroom Management PD	K-5	Principal and Assistant Principal	School wide	August 2012 – May 2013	Suspension report	Administration
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1: These incentives will be used to promote positive student behavior.	Citizenship Incentives	PTA	\$500.00
			Subtotal: \$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: \$500.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Our goal for the 2012-2013 school year is to increase parent participation by 10 percentage points to 77%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
67% (372)		77% (376)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in school wide activities by parents of English Language Learners (ELL) students due to	Communicate in parents' home language to all stakeholders all upcoming events and news through written	Principal, Assistant Principal, EESAC Committee and Classroom	Utilizing the FCIM, the administration will monitor monthly the school activity binder with flyers and parent	Parental Involvement Monthly School Report -2013 Parent Form and

language barrier.	communication, the use of Connect Ed, School Marquee, and School Website.	Teachers	sign-in logs to determine the number of parents attending school site events.	Connect Ed Reports.
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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
Provide parent workshops and information on how to access their child's academic information on the portal	K-5th	Principal, Assistant Principal, School Counselor, School Site Reading Representative, Teachers	Parents for all K-5 students	September 13, 2012	Monitor Teacher/Parent contact logs	Administrators
Provide a variety of Parent Workshops that provide information and support in conjunction with the Parent Academy	Pre-K – 5th	Parent Center	Parents for all K-5 students	September 13, 2012 and November 28, 2012	Parent sign in logs	Administrators, Parent Academy facilitator
Provide a variety of Parent Workshops that provide information and support in conjunction with the Bilingual Parent Outreach Program Workshops	Pre-K – 5th	Bilingual Parent Outreach Program	Parents for all PK-5 students	October 25, 2012	Parent sign in logs	Administrators, BPOP facilitator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1: To provide up to date school-wide information for parents and the community.	School Website	PTA	\$1,800.00
			Subtotal: \$1,800.00

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: \$1,800.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		For the 2012-2013 school year, our school needs to increase and implement various programs that prepare students to participate in STEM courses in the future.			
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	STEM activities that include engineering need to be increased in the Science and Math classes K-5. The use of technology and Web 2.0 tools also needs to be incorporated school-wide.	Provide opportunities for students to be involved in rigorous engineering/technology project-based activities throughout the year within the Science and Math classrooms that can be entered in the school's STEM Fair and Fairchild Challenges.	MTSS/ RtI Literacy Leadership Team	Utilizing the FCIM, the administration will monitor student participation in the school STEM Fair, Fairchild Challenges, the implementation of rubrics for engineering/technology project-based activities, and review the results of progress monitoring assessment data once a month to discuss students' progress and adjust instruction as needed.	Grade level planning sessions. Discussion and sharing of best practices. Review of project-based rubrics.

## 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
Elementary Science Leaders/Coaches	Grades 3-5	District	Grades 3-5	September 2012-May 2013	Grade level planning sessions/Lesson	Principal, Assistant Principal, Science

Dialogues					Plans	Representative
P-SELL Science (Promoting Science Among English Language Learners)	Grade 5	University of Miami/District	Grade 5	Summer 2012, January 2013, April 2013	Grade level planning sessions/Lesson Plans	Principal, Assistant Principal, Science Representative
STEM: Implementing Educational Technology	PreK-5th	Science Representative	Grades PreK-5th	October 2012-May 2013	Develop and implement lessons that technology and engineering	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1: These materials will be utilized to enhance STEM instruction in the classrooms.	STEM Family Night and Fairchild Challenges	School Funds	\$250.00
			Subtotal: \$250.00
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: \$250.00

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	Goals 1-4, These resources will be utilized for the enrichment of vocabulary analysis.	Student Planners/Take home Folders	PTA, School Funds	\$1,300.00
Reading	Goals 1-4, This activity will be utilized for the enrichment of reading comprehension skills.	Reading Under the Stars	PTA	\$300.00
Reading	Goals 1-4, These resources will be utilized for the enrichment of reading comprehension skills.	Scholastic Publications/TIME For Kids	School Funds	\$2,500.00
Science	Goals 1 and 2: These materials will be utilized to enhance the science curriculum.	Super Science Magazine	School Funds	\$200.00
Attendance	These materials will be utilized as an incentive to promote student attendance.	Attendance Incentives	PTA	\$500.00
Suspension	Goal 1: These incentives will be used to promote positive student behavior.	Citizenship Incentives	PTA	\$500.00
STEM	Goal 1: These materials will be utilized to enhance STEM instruction in the classrooms.	STEM Family Night and Fairchild Challenges	School Funds	\$250.00
				Subtotal: \$5,550.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-4, These resources will be utilized for the enrichment of reading comprehension skills.	Accelerated Reader and STAR Reading Enterprise Real Time Subscription (Web-based Program)	School Funds	\$2,900.00
Reading	Goals 1-4, These incentives help promote students to achieve their individual AR reading goals all year.	AR medals	PTA	\$400.00
Reading	Goals 1-4, This activity will be utilized for the enrichment of reading comprehension skills.	Headphones	EESAC Funds	\$500.00
Science	Goals 1 and 2: This program will be utilized to enhance the science curriculum.	Brainpop Subscription	EESAC Funds	\$300.00
Parent Involvement	Goal 1: To provide up to date school-wide information for parents and the community.	School Website	PTA	\$1,800.00
				Subtotal: \$5,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to purchase headphones and BrainPop, an animated, curriculum-content based educational software program to assist students with school-wide instruction in all subject areas.	\$800.00

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

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration the school's demographics, the school's budget, and the results of the FCAT 2.0 Assessments when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

# 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 SPRINGVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	88%	97%	77%	350	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	77%	56%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	78% (YES)	63% (YES)			141	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					624	
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 SPRINGVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	82%	87%	58%	310	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	67%			137	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	70% (YES)			119	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested