

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Doyleene Tarver

SAC Chair: Ruth Froom

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/13/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Doyleene Tarver	BS Elementary Education, Nova Southeastern University; MS Elementary Education, Nova Southeastern University; Ed.D., Educational Leadership, Nova Southeastern University	2	15	'12 '11 '10 '09 '08 '07 School Grade B NA NA A A A AYP NA NA NA NO YES YES High Standards Rdg. 48% NA NA 78 79 78 High Standards Math 48% NA NA 79 81 78 Lrng Gains-Rdg. 67% NA NA 68 70 70 Lrng Gains-Math 56% NA NA 76 73 72 Gains-Rdg-25% 65% NA NA 64 72 71 Gains-Math-25% 68% NA NA 64 70 69 AMO Dr. Tarver was a principal at Corporate Academy North 2010 and 2011. No data is available for this location for those years.
		Master's Degree in TESOL Bachelor's Degree in Elem Ed. Certification in Educational Leadership (K-			Carol City Middle '12 '11 '10 '09 '08 School Grade F D D N/A N/A AYP N/A No No N/A N/A High Standards Rdg. 23% 37% 38% N/A

Assis Principal	Althea DaCosta	12) Certification in English Grades (5-9) Certification in Reading (K-12) Reading Endorsement ESOL Endorsement	1	4	N/A High Standards Math 23% 39% 35% N/A N/A Lrng Gains-Rdg. 55% 53% 55% N/A N/A Lrng. Gains Math 51% 58% 59% N/A N/A Gains-Rdg-25% 70% 65% 69% N/A N/A Gains-Math-25% 70% 63% 64% N/A N/A AMO
-----------------	----------------	---	---	---	--

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Karina Gomes	Elementary Ed. Reading ESOL	8	2	'12 '11 '10 '09 '08 School Grade B A A A A AYP N/A No No N/A N/A High Standards Rdg. 23% 37% 38% N/A N/A High Standards Math 23% 39% 35% N/A N/A Lrng Gains-Rdg. 55% 53% 55% N/A N/A Lrng. Gains Math 51% 58% 59% N/A N/A Gains-Rdg-25% 70% 65% 69% N/A N/A Gains-Math-25% 70% 63% 64% N/A N/A AMO

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal	Principal	On-going	
2	2. Partnering new teachers with veteran staff member.	Assistant Principal	On-going	
3	3. College campus Job Fairs and e-recruiting at Universities.	Principal	April 2013	

Non-Highly Effective Instructors

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

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

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

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
52	0.0%(0)	19.2%(10)	48.1%(25)	32.7%(17)	38.5%(20)	76.9%(40)	3.8%(2)	0.0%(0)	73.1%(38)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	There are currently no new teachers in the building.	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services at Gertrude K. Edelman Sabal Palm Elementary are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialist (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Our Curriculum Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. She identifies systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the Annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to plan for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

N /A

Title II

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services at Gertrude K. Edelman Sabal Palm Elementary are provided through the district for education materials and ELL district support services to improve the education of Immigrant and English Language Learners.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

Gertrude K. Edelman Sabal Palm Elementary offers a non-violence and anti-drug program to students such as DARE that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs

- 1) The school was awarded the Fresh Fruit and Vegetable Program for Florida Schools Grant which will provide fresh fruit and vegetable snacks for students and staff two times a week.
- 2) Gertrude K. Edelman Sabal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 3) Nutrition education, as per state statute, is taught through physical education.
- 4) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

There are 3 Head Start classes located at this school. Joint activities, including professional development and transition process are shared.

Adult Education

N/A

Career and Technical Education

N/A

N/A

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Gertrude K. Edelman Sabal Palm Elementary's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-08), and the Title I Parental Involvement Monthly Activities Report (FM-6913 Rev. 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration

Health Connect in Our Schools (HCiOS)

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds.

The team at GKE/Sabal Palm Elementary is staffed by a School Social Worker (shared between schools).

HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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 well-being, and prevention of student failure through early intervention.

1. 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 Coach will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The School's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor

- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

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

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

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

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

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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

1. The Leadership Team will monitor and adjust the 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;
4. The Leadership Team will consider data at the end of the year Tier 1 problem solving..

MTSS Implementation

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

science, writing, and behavior.

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

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

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- SAT-10
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- 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 RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will be comprised of the following members:

Dr. Doylene Tarver, Principal,
Althea DaCosta, Assistant Principal,
K. Gomes, Reading Coach
L. Osborn, Media Specialist,
Lissette Garcia, SPED Chair,
M. Auguste, Community Involvement Specialist,

GRADE LEVEL CHAIRPERSONS

J. Simpson, Grade 5
N. Ruiz, Grade 4
R. Joseph, Grade 3
N. Byrd, Grade 2
C. Vickers Grade 1
N. Garcia, KG

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

The Literacy Leadership Team meets once a month to develop Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The team will also develop lessons that provide students with opportunities to research and incorporate writing throughout the school-wide curriculum. The LLT will also engage in the following activities: Determine an academic area of concern; Collect supporting evidence for the concern; Study and plan a course of action for the concern; Give each person on the team time to share their ideas; Decide which ideas are feasible for achievement; and move forward with a plan of action. The team will also celebrate any progress made by stakeholders.

Principal: Will ensure commitment to the Literacy Leadership Team; will provide a common vision for the team as the team examines data to drive instruction for all students. The principal has been included on the team to serve as the school's instructional leader.

Assistant Principal: Will assist the principal in ensuring commitment to the Literacy Leadership Team and providing a common vision for the team as the team examines data to drive instruction for all students. The assistant principal has been included on the team to assist the school's instructional leader.

Grade Level Chairpersons: Will meet each week with other general education teachers to discuss and share strategies to improve instruction for all students using the core curriculum. These teachers will participate in monthly data collection activities and outline strategies to target instruction and improve student achievement. Teachers identified have been included on the team due to their ability to identify specific weaknesses to drive instruction for student success.

Exceptional Student Education (ESE) Teacher: Will collaborate with general education teachers as they integrate core instructional activities/materials and monitor student progress through data collection activities. This teacher has been included on the team because of the knowledge of working with Students with Disabilities.

Reading Coach: Will monitor and make recommendations concerning the adjustment of the school's academic focus, will assist with monitoring the fidelity of the delivery of instruction and intervention activities, and will engage in data collection activities that will be used to guide instructional decisions. This teacher has been included on the team because of the knowledge of implementing change using the Florida Continuous Improvement Model.

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

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy

and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the 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 environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

1. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (93)	30% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the FCAT 2.0 Reading Test Reporting Category 3 is Literary Analysis/ Fiction/Non-Fiction. Provide additional opportunities for students to use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts.	In order to enhance performance in Reporting Category 3, students will utilize biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts. Through questioning strategies, students will identify character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Administration, MTSS/RtI Leadership team	Teachers will analyze quarterly classroom assessments focusing on students' ability to determine the setting, understand the character's point of view and interpret figurative language. Administration will monitor PLC activities through walkthroughs and weekly meeting minutes. Using the FCIM Model, results will be used to direct teaching and assessments in the classroom.	Formative: Mini-Assessments Summative: 2013 FCAT 2.0 Assessment
2					
3					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of 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 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (91)	26% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which would require students to maintain or improve performance as noted on the 2012 FCAT 2.0 Reading Test was reporting Category 2, Reading Application Provide additional opportunities for students to use grade level texts to identify author's purpose, and identify main idea.	Use grade-level appropriate texts to provide enrichment opportunities that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will recognize the author's perspective. Students will focus on what the author thinks and feels. Main idea may be stated or implied. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts	Administration, MTSS/RtI Leadership team	Teachers will analyze quarterly classroom assessments/ observations focusing on students' ability to complete assignments as teachers become facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning. Administration will monitor PLC activities through walkthroughs and weekly meeting minutes. Using the FCIM Model, results will be used to direct teaching and assessments in the classroom.	Formative: student work samples utilizing rubric, mir assessments Summative: 2013 FCAT 2.0 Assessment

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

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

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 67% of students made learning gains in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 72%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (180).	72%(193)

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 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 9 percentage points as compared to the 2011 FCAT Reading Test. The weakest area as noted on the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis/ Fiction/Non-Fiction. Appropriate and timely placement of students in intervention groups	Students will participate in additional tutoring and intervention groups in a timely manner in order to increase student performance by 5 percentage points. Intervention groups will meet 4-5 days/week for a total of 150 minutes per week Utilizing Voyager and Success Maker intervention tools, implement daily with fidelity. Utilize these materials to enhance performance in Reporting Category 3, Literary Analysis/ Fiction/Non-Fiction.	MTSS/RtI Leadership Team	Reading and Intervention Teachers will review Success Maker reports, Voyager documentation, and monitor implementation to ensure students are making adequate progress. Administration will monitor Success Maker and Voyager reports and weekly meeting minutes. Using the FCIM Model, results will be used to direct teaching and assessments in the classroom.	Formative: Success Maker reports, Voyager documentation Summative: 2013 FCAT 2.0 Assessment

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

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

reading.	
Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	FCAT 2.0 Reading Test indicate that 65% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students in the lowest 25% achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (46)	70% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains decreased by 7 percentage points as compared to the 2011 FCAT Reading Test. The weakest area as noted on the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis/ Fiction/Non-Fiction. Appropriate and timely placement of students in intervention groups.	Students will participate in additional tutoring and intervention groups in a timely manner in order to increase student performance by 5 percentage points. Intervention groups will meet 4-5 days/week for a total of 150 minutes per week Utilizing Voyager and Success Maker intervention tools, implement daily with fidelity. Utilize these materials to enhance performance in Reporting Category 3, Literary Analysis/ Fiction/Non-Fiction.	MTSS/RtI Leadership Team	Reading and Intervention Teachers will review Success Maker reports, Voyager documentation, and monitor implementation to ensure students are making adequate progress. Administration will monitor Success Maker and Voyager reports and weekly meeting minutes. Using the FCIM Model, results will be used to direct teaching and assessments in the classroom.	Formative: Success Maker reports, Voyager documentation Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 44% of Black, 56% of Hispanic, and 82% of Asian students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level : student proficiency by 13 percentage points for Black students, by 4 percentage points for Hispanic students, and 2 percentage points for Asian students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 44% (140) Hispanic: 56% (31) Asian: 82% (15) American Indian: NA	White: N/A Black: 57% (182) Hispanic: 60% (34) Asian: 84% (15) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: Hispanic: Asian: American Indian: N/A The area of deficiency was Black as noted on the 2012 FCAT 2.0 Reading test Reporting Category No. 1 – Vocabulary: Identify and understand the meaning of conceptually advanced prefixes, suffixes and root words.	In order to enhance performance in Reporting Category No. 1 – Vocabulary, during pre-reading activities students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will understand connotative language as it relates to vocabulary and be provided with opportunities to practice returning to the text to verify answers. Students will develop tools to emphasize the importance of fleshing out overall meanings and identify the overall concept written in the text.	MTSS/RtI Leadership Team	MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from District and school assessments	Formative: FAIR, District and School Site Assessment Data, Intervention assessments Summative: 2013 FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	The results of the 2012 FCAT 2.0 Reading Test indicate that 40% of ELL students achieved Level 3 proficiency.
--	---

Reading Goal #5C:	Our goal for the 2012-2013 school year is to increase Level : student proficiency by 12 percentage points for ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (38)	52% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading test was Reporting Category No. 1 – Vocabulary: Identify and understand the meaning of conceptually advanced prefixes, suffixes and root words	In order to enhance performance in Reporting Category No. 1 – Vocabulary, during pre-reading activities students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will understand connotative language as it relates to vocabulary and be provided with opportunities to practice returning to the text to verify answers. Students will develop tools to emphasize the importance of fleshing out overall meanings and identify the overall concept written in the text.	MTSS/RtI Leadership Team	MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from District and school assessments.	Formative: FAIR, District and Schoc Site Assessment Data, Interventior assessments Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	The results of the 2012 FCAT 2.0 Reading Test indicate that 12% of SWD students achieved Level 3 proficiency.
Reading Goal #5D:	Our goal for the 2012-2013 school year is to increase Level : student proficiency by 29 percentage points for SWD students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (3)	41% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	An anticipated barrier is that students in the Students With Disabilities	Increase the amount of time on Success Maker to 30 minutes per day	MTSS/RtI Leadership Team	Administration, along with the Reading Coach, will review data reports on a	Formative: FAIR, District and Schoc Site Assessment

1	subgroup required extra time to master the strategies needed to grasp the targeted benchmarks. The area that showed a decrease and would require students to improve was Vocabulary, Reporting Category 1.	and infuse technology programs located in the student portal for students to practice strategies in class and at home.	monthly basis to ensure progress is being made and strategies will be adjusted as needed utilizing teacher feedback on student skill attainment.	Data, Interventior assessments Summative: 2013 FCAT 2.0 Assessment
---	---	--	--	---

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 46% of ED students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level : student proficiency by 9 percentage points for ED students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (171)	55% (204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading test was Reporting Category No. 1 – Vocabulary: Identify and understand the meaning of conceptually advanced prefixes, suffixes and root words	In order to enhance performance in Reporting Category No. 1 – Vocabulary, during pre-reading activities students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will understand connotative language as it relates to vocabulary and be provided with opportunities to practice returning to the text to verify answers. Students will develop tools to emphasize the importance of fleshing out overall meanings and identify the overall concept written in the text.	MTSS/RtI Leadership Team	MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from District and school assessments.	Formative: FAIR, District and Schoc Site Assessment Data, Interventior assessments Summative: 2013 FCAT 2.0 Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker	K-5	Vendor/ Mrs. L. Garcia (SPED Chair)	K-5	September 4th and 17th, 2012- one hour meeting, webinar; view webinar as needed	Weekly walkthroughs; Monthly Reports	MTSS/RtI Leadership Team Assistant Princip.
Voyager	K-5	Mrs. K. Gomes (Reading Coach)	K-5	September 2012	Voyager documentation	MTSS/RtI Leadership Team Administration
Reading Standards	3-5	Mrs. L. Read (Curriculum Support Specialist-LA/R)	3-5 Reading Teachers	November 7th and 8th, 2012- full day	Weekly walkthroughs; Weekly minutes	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Areas 1 & 2	AR Books and Quizzes	EESAC	\$1,000.00
			Subtotal: \$1,000.00
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
Goals 3 & 4	Tutoring and Intervention	Title I	\$2,000.00
Goals 3 & 4	Tutors Tutoring and Intervention	Title III	\$2,500.00
			Subtotal: \$4,500.00
			Grand Total: \$5,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	The results of the 2012 CELLA Test indicate that 44% of students scored proficient in the Listening/Speaking portion of the assessment.
CELLA Goal #1:	Our goal for the 2012 – 2103 school year is to increase the percentage of students scoring proficient in the Listening/Speaking portion of the assessment by 5 percentage points to 49%.
2012 Current Percent of Students Proficient in listening/speaking:	

44% (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	One barrier was that students possessed a limited vocabulary bank that limited their understanding and ability to communicate with another in English. One area that requires student improvement is the ability to follow verbal task related directions.	Students will be provided with opportunities with specific explanations of key words and special or technical vocabulary during everyday language, using examples and nonlinguistic props when possible.	MTSS/RtI Leadership Team	Administration, along with the Reading Coach and counselor, will review assessments on a monthly basis during grade level planning sessions. Data will be utilized to adjust the strategies if needed.	Formative Monthly Assessments Foresight Assessments Interim Assessments Lesson Plans Summative 2013 CELLA Assessment results

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:

CELLA Goal #2:

The results of the 2012 CELLA Test indicate that 28% of students scored proficient on the Reading portion of the test.

Our goal for the 2012 – 2013 school year is to increase the percentage of students scoring proficient on the Reading portion of the test by 5 percentage points to 33%.

2012 Current Percent of Students Proficient in reading:

28% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One barrier was that students had difficulty identifying and pronouncing a vast amount of words.	Implement jump in and choral reading to enhance oral practice and literacy.	MTSS/RtI Leadership Team	Administration along with the Reading Coach will review assessments on a monthly basis and adjust the strategy if needed	Formative Monthly Assessments Foresight Assessments Interim Assessments Lesson Plans Student Work Summative 2013 CELLA Assessment results

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

3. Students scoring proficient in writing.

The results of the 2012 CELLA Test indicate that 21% of students scored proficient on the Writing portion of the

CELLA Goal #3:	test. Our goal for the 2012 – 2013 school year is to increase the percentage of students on the Writing portion of the test by 5% percentage points to 26%.				
2012 Current Percent of Students Proficient in writing:					
21% (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	One barrier was that students became frustrated when prompted to express their thoughts in writing. One area that requires student improvement is succinct thought in written communication.	Students will be given opportunities to create a dialogue journal which will allow them to write on a topic. This will also provide teachers to give specific feedback by responding to their work on a bi-weekly basis.	MTSS/RtI Leadership Team	Administration, along with the Reading Coach, will review the dialogue journals and classroom assessments once a month. Data will be utilized to adjust the strategies if needed.	Formative Monthly Assessments Interim Assessments FOLIO Lesson Plans Student Work Summative 2013 CELLA Assessment results

CELLA Budget:

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

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.	The results of the 2012 FCAT Mathematics Test indicate the 30% of students achieved level 3 proficiency.
Mathematics Goal #1a:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 40%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
------------------------------------	-------------------------------------

30% (119)	40% (160)
-----------	-----------

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>The area of deficiency as noted on the 2012 Grade 3 administration of the FCAT 2.0 Mathematics Test were Category 2: Number: Fractions.</p> <p>Provide additional opportunities for students to develop understandings of multiplication and division and strategies for basic multiplication, facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve Non-routine problems.</p>	<p>In order to enhance performance in Reporting Category :2: Number Fractions, assist students to develop understandings of multiplication and division and strategies for basic multiplication, facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve Non-routine problems.</p>	MTSS-Team / RTI	<p>Administration, along with the Mathematics teachers, will review formative assessment data reports on a monthly basis to ensure students' progress. Data will be used to adjust instruction as needed.</p> <p>Review Computer Assisted Program (CAP) reports to ensure students are making adequate progress.</p> <p>Conduct grade level discussions to attain teacher feedback and effectiveness from generated reports from River deep and Success Maker.</p>	<p>Formative: Computer Assisted Program (CAP) reports, generated from Riverdeep, FCAT Explorer and Success Maker.</p> <p>Summative: 2013 FCAT 2.0 Assessment Mathematics</p>
2	<p>The area of deficiency as noted on the 2012 Grade 4 administration of the FCAT 2.0 Mathematics Test were Category 2: Number: Fractions.</p> <p>Provide additional opportunities for students to develop understandings of multiplication and division and strategies for basic multiplication, facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p>	<p>In order to enhance performance in Reporting Category :2: Number Fractions, assist students to develop understandings of multiplication and division and strategies for basic multiplication, facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve Non-routine problems.</p>	MTSS-Team / RTI	<p>Administration, along with the Mathematics teachers, will review formative assessment data reports on a monthly basis to ensure students' progress. Data will be used to adjust instruction as needed.</p> <p>Review Computer Assisted Program (CAP) reports to ensure students are making adequate progress.</p> <p>Conduct grade level discussions to attain teacher feedback and effectiveness from generated reports from River deep and Success</p>	<p>Formative: Computer Assisted Program (CAP) reports, generated from Riverdeep, FCAT Explorer and Success Maker.</p> <p>Summative: 2013 FCAT 2.0 Assessment Mathematics</p>

				Maker.	
3	<p>The area of deficiency as noted on the 2012 Grade 5 administration of the FCAT 2.0 Mathematics Test were Category 3: Geometry and Measurement</p> <p>Provide additional opportunities for students to develop ability to describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p>	<p>Assist student to describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p> <p>Engage students in activities to use technology (such as Gizmos, and Riverdeep®</p>	MTSS-Team / RTI	<p>Administration, along with the Mathematics teachers, will review formative assessment data reports on a monthly basis to ensure students' progress.</p> <p>Data will be used to adjust instruction as needed.</p> <p>Review Computer Assisted Program (CAP) reports to ensure students are making adequate progress.</p> <p>Conduct grade level discussions to attain teacher feedback and effectiveness from generated reports from River deep and Success Maker.</p>	<p>Formative: Computer Assisted Program (CAP) reports, generated from Riverdeep, FCAT Explorer and Success Maker.</p> <p>Summative: 2013 FCAT 2.0 Assessment Mathematics</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 16% of the students achieved proficiency Levels of 4 and 5.</p> <p>Our goal for the 2012 – 2013 school year is to increase the percentage of students achieving proficiency of Levels 4 and 5 by 4 percentage points to 20%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

16% (63)	20% (80)
----------	----------

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One such barrier was limited rigorous and higher order thinking activities that assist in developing exploration and inquiry skills. The area that showed a decrease and would require students to improve is the Reporting Category of Number Operations, Problems, and Statistics.	Students will engage in cooperative group hands-on experiences of grade level concepts to provide the opportunity to develop exploration and inquiry skills that will maintain or increase an understanding of Number Operations, Problems, and Statistics	MTSS-Team / RTI	Administration, along with the mathematics leader will review on-going mathematics laboratory enrichment activities and assessments that target application of the skills taught	Formative: Computer Assisted Program (CAP) reports, generated from Riverdeep, FCAT Explorer and Success Maker. Summative: 2013 FCAT 2.0 Assessment Mathematics

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Math Test indicate that 56% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students in the lowest 25% achieving learning gains by 10 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (150)	66% (177)

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 2012 administration of the FCAT Mathematics Test, the percent of students making learning gains decreased by 9 percentage points as compared to the 2011 FCAT Math Test. The weakest area was Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Deficiency is due to insufficient time to work with Computer Assisted Programs	In order to enhance performance in Reporting Category 3: Geometry and Measurement, Additional tutoring and intervention strategies must be implemented with fidelity for student performance to increase by 5 percentage points. Identify a tutoring / intervention tool and time and implement with fidelity. Utilize Voyager, Success Maker, Gizmos and other supplemental materials.	MTSS/RtI Leadership Team	Administration, along with the Mathematics teachers, will review formative assessment data reports on a monthly basis to ensure students' progress. Data will be used to adjust instruction as needed. Review Success Maker reports, Voyager documentation and monitor implementation to ensure students are making adequate progress	Formative: Success Maker reports Summative: 2013 FCAT 2.0 Assessment
2	As noted on the 2012 administration of the FCAT Mathematics Test, the percent of students making learning gains decreased by 9 percentage points as compared to the 2011 FCAT Math Test. The weakest area was Reporting Category 2: Number: Fractions and Reporting Category 3: Geometry and Measurement. Deficiency is due to insufficient time to work with Computer Assisted Programs	In order to enhance performance in Reporting Category 3: Geometry and Measurement, Additional tutoring and intervention strategies must be implemented with fidelity for student performance to increase by 5 percentage points. Identify a tutoring / intervention tool and time and implement with fidelity. Utilize Voyager, Success Maker, Gizmos and other supplemental materials.	MTSS/RtI Leadership Team	Administration, along with the Mathematics teachers, will review formative assessment data reports on a monthly basis to ensure students' progress. Data will be used to adjust instruction as needed. Review Success Maker reports, Voyager documentation and monitor implementation to ensure students are making adequate progress	Formative: Success Maker reports Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Math Test indicate that 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students in the lowest 25% achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (49)	73% (53)

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 2012 administration of the FCAT Math Test, the number of students in the lowest 25% making learning gains decreased by 9 percentage points as compared to the 2011 FCAT Reading Test. The weakest area was Reporting Category 3: Geometry and Measurement Appropriate and timely placement of students in interventions needs to be implemented	In order to enhance performance in Reporting Category 3: Geometry and Measurement, implement tutoring before and after school as well as small group pull-outs and implement and monitor utilization of Computer Assisted Programs to increase student performance in Reporting Category 3: Geometry and Measurement Conduct frequent meetings with teachers and tutors to monitor student progress and evaluate effectiveness of strategies	MTSS/RtI Leadership Team	Administration, along with the Mathematics teachers, will review formative monthly and weekly assessment data reports; as well as intervention assessments to ensure assessments progress is been made, Data will be utilized to adjust intervention groups as needed.	Formative: Evaluation of student work, bi-weekly assessments, Computerized Assessments Program (CAP) reports Summative: 2013 FCAT 2.0 Mathematics Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Math Test indicate that 45% of Black, 58% Hispanic, subgroups made learning gains. Our goal for the 2012-2013 school year is to increase the percentage points for Black students by 14 percentage points to 59%, Hispanic students by 10 percentage points to 68% and Asian by 3 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA	White: NA

Black: 45% (144)
 Hispanic: 58% (32)
 Asian: 71% (13)
 American Indian:
 NA

Black: 59% (188)
 Hispanic: 68% (38)
 Asian: 74% (13)
 American Indian:
 NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Black: As noted on the administration of the 2012 FCAT Mathematics Test, this subgroup did not make satisfactory progress in mathematics. The weakest area was Geometry and Measurement.</p> <p>Appropriate and timely placement of students in interventions has been an obstacle. Insufficient time has been spent on small group differentiated instruction.</p>	<p>Utilizing data, identify students in need of assistance and place in appropriate interventions within the first two weeks of school and monitor monthly.</p> <p>In order to enhance performance in Reporting Category 3: Geometry and Measurement, implement a rotation schedule for small group instruction within the 60 minute math block and provide tailored instruction based on mini-assessments and hands on practice for students.</p>	MTSS Leadership Team	<p>MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.</p> <p>Data will be utilized to adjust intervention groups as needed</p>	<p>Formative: Mini-assessments and tutorial assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessments</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 mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Math Test indicate that 42% of the ELL subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL subgroup making gains by 15 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (39)	57% (54)

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 Mathematics Test, the weakest performance was in Reporting Category 3, Geometry and Measurement.</p> <p>Appropriate and timely placement of students in interventions has been an obstacle. Insufficient time has been spent on small group differentiated instruction.</p>	<p>Implement tutoring before and after school as well as small group pull-outs and implement and monitor utilization of Computer Assisted Programs to increase student performance in Reporting Category 3: Geometry and Measurement</p> <p>Conduct frequent meetings with teachers and tutors to monitor student progress and evaluate effectiveness of</p>	MTSS/RtI Leadership Team	<p>Administration, along with the ELL teachers, will review bi monthly classroom assessments data reports to ensure progress is being made and instruction will be adjusted as needed.</p> <p>Review formative bi-weekly assessment data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed</p>	<p>Formative: Evaluation of student work, bi-weekly assessments, CAP reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

strategies.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Math Test indicate that 28% i the SWD subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup making gains b 24 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (7)	52% (13)

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 Mathematics Test, the weakest performance was in Reporting Category 3, Geometry and Measurement. Appropriate and timely placement of students in interventions has been an obstacle. Insufficient time has been spent on small group differentiated instruction	Implement tutoring before and after school as well as small group pull-outs and implement and monitor utilization of Computer Assisted Programs to increase student performance in Reporting Category 3: Geometry and Measurement Conduct frequent meetings with teachers and tutors to monitor student progress and evaluate effectiveness of strategies.	MTSS / RtI Leadership Team	Administration, along with the SPED department chairperson will review bi-monthly classroom assessment data reports to ensure progress is being made and instruction will be adjusted as needed.	Formative: Evaluation of student work, bi-weekly assessments, CAP reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate the 46 % of students in ED subgroups proficiency. Our goal for the 2012-2013 school year is to increase ED student proficiency by 13 percentage point to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (171)	59% (219)

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
	Economically Disadvantage (ED): As noted on the administration of the 2012 FCAT Mathematics	To improve performance in Reporting Category 2, Number: Base Ten and Fractions, utilize data to identify students in need	MTSS / RtI Leadership Team	MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on	Formative: Mini-assessments and tutorial assessments

1	Test, the ED subgroup area of most deficiency was Reporting Category 2, Number: Base Ten and Fractions.	of assistance and place in appropriate interventions and monitor monthly.	student skill attainment	Summative: 2013 FCAT 2.0 Mathematics Assessment
	Appropriate and timely placement of students in interventions has been an obstacle. Insufficient time has been spent on small group differentiated instruction.	Implement a rotation schedule for small group instruction within the 60 minute math block and provide tailored instruction based on mini-assessments and hands on practice for students. Success Maker will be used each day in 15 minutes rotations		

End of Elementary School Mathematics Go:

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
Data Analysis (New Generated Sunshine State Standards)	K-5 Mathematics	Grade Chair	K-5 Teachers	September 20, 2012 November 21, 2012 February 20, 2013	Weekly Grade level planning sessions and Classroom walk-throughs	Administration
Success Maker	K-5 Mathematics	Vendor	K-5 Teachers	November 6, 2012	Intervention schedule, Computer Assisted Program Reports, Training Roster	Administration
Differentiated Instruction during 60 minutes Math instructional block.	K-5 Mathematics	Grade Chair	K-5 Teachers	February 1, 2013	Differentiated Instruction Schedule	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Tutoring and Interventions	Tutors	Title I	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (38)	33% (44)

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>The areas of deficiency as noted on the FCAT 2.0 Science Test in Grade 5 were Earth and Space Science and Physical Science.</p> <p>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in physical Science, Earth and Space Science.</p> <p>Deficiencies are due to students needing more time to develop independent projects. Students will be allotted additional time for students to develop independent projects.</p>	<p>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science and Physical Science.</p> <p>Develop Professional Learning Communities (PLC) in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Science and Physical Science</p>	MTSS/RtI Leadership Team	<p>Administration along with the Science Teachers, will review teachers' lesson plans and students work folders for evidence of the use of inquiry-based learning activities.</p> <p>Both will also monitor monthly, Foresight and Interim Assessment data to ensure progress is being made. Data will be used to adjust instruction as needed.</p>	<p>Formative: Quarterly Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 4% 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 2 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (6)	6% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the FCAT 2.0 Science Test in Grade 5 were Earth and Space Science and Physical Science. Deficiencies are due to students needing more time to develop independent projects. Students will be allotted additional time for students to develop independent projects.	Students will be provided opportunities to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science and Physical Science. Develop Professional Learning Communities (PLC) in order to	MTSS/RtI Leadership Team	Administration along with the Science Teachers, will review data from monthly, Foresight and Interim assessments During classroom walk-throughs administration will review the interactive note book.	Formative: Quarterly Assessments Summative: 2013 FCAT 2.0 Assessment

		research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Science.		
--	--	--	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focus on Life/Earth/Physical/Scientific Knowledge	Grades 3-5 Science	4th and 5th grade Science Teachers	4th and 5th grade Science Teachers	Monthly	PLC attendance roster Weekly Walkthroughs	Administration
Developing Projects	Grades 3-5 Science	Science Teachers 5th Grade	Science Teachers 4-5	September 26, 2012 October 31, 2012 November 28, 2012 December 19, 2012 January 30, 2013 February 27, 2013 March 20, 2013	Individual student projects	Science Teachers and Grade Level Chair 4-5

Discovery Education	K-5	Vendor	K-5	October, 2012	Mini-Assessments and student work folders	MTSS/RtI Leadership Team, Assistant Principal
---------------------	-----	--------	-----	---------------	---	---

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Special Projects	Materials and training for students to develop special projects	Title I	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

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.		The results of the 2012 FCAT 2.0 Writing Test indicate that 80% of the students scored a Level 3.0 or higher.			
Writing Goal #1a:		Our goal for the 2012 – 2013 school year is to increase the percentage of students scoring Level 3.0 or higher by 5% to 85%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
80% (114)		82% (117)			
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
	As noted on the 2012 administration of the FCAT Writing Test, the percent of students achieving proficiency	Students will participate in writing assignments in the core areas of the curriculum.	MTSS/RtI Leadership Team	Bi-weekly writing prompts graded; frequent data chats to monitor and discuss results and adjust	Formative Writing PreTest (Baseline) compared to mid-year

1	<p>decreased by 16percentage points as compared to the 2011 FCAT Writing Test.</p> <p>The area that a decrease and would require students to improve is the Reporting category of conventions.</p> <p>One barrier was limited practice in the utilization of elaboration in narrative essays that which follow a plan which includes an introduction, effective transitional devices, and a conclusion.</p>	<p>Students will use the writing process daily by utilizing anchor papers, state released items, and student chats to promote opportunities for authentic writing. All work will be kept in work folders for monitoring of growth</p>		<p>strategies as necessary</p>	<p>Bi-weekly writing prompts</p> <p>Summative 2013 FCAT 2.0 Writing Test</p>
2					
3	<p>Another barrier was limited practice in the utilization of explanations on expository essays that include a main idea, descriptive events, and the use of figurative and descriptive language to convey style and tone.</p>	<p>Students will be given opportunities to practice by doing quick writes, peer editing,reading and responding to poetry to understand descriptive and figurative language.</p>	<p>MTSS/RtI Leadership Team</p>	<p>Bi-weekly writing prompts graded; frequent data chats to monitor and discuss results and adjust strategies as necessary</p>	<p>1A.2. Formative Writing PreTest (Baseline) compared to mid –year Bi-weekly writing prompts</p> <p>Summative 2013 FCAT 2.0 Writing 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 group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Model Magnify the Moment/Descriptive Writing/Expanding Writing/Support Lesson	4th / Language Arts/Reading	LA/Reading Curriculum Support Specialist	4th Grade La/Reading Teachers	October 12, 2012	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of the writing instruction.	Administration and Reading Coach
Writing a Rigorous Exemplar Lesson	4th / Language Arts / Reading	LA/Reading Department	4th Grade La/Reading Teachers	November 6, 2012	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of the writing instruction.	Administration and Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Data indicated during the 2012-2012 school year students attendance was 97.18 (12%). Our goal for the 2012-2013 school year is to maintain student attendance at 97.18%. Additionally, we aim to reduce the number of students with excessive absences from 128 to 122 students and to reduce the number of students with excessive tardies from 219 to 208 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

97.18%(761)	97.18%(761)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
128	122				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
219	208				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is students that are in the primary grades arriving late due to the fact that they siblings in the intermediates, grades so they walk to school together.	Connect Ed Message, Monthly Newsletters, Flyers and the Community Involvement Specialist. Students will encourage parents to take advantage of the free breakfast when they arrive early. Additionally students will be able to eat a healthy breakfast before class sessions begin and function academically.	MTSS/RTI./Leadership Team	Administration will meet with Registrar to review attendance reports.	Daily Attendance Bulletin, School Attendance Report
2	An anticipated barrier is the increase in the number of unexcused absences due to students not obtaining doctor's notes or notes from parents when absent.	Communication mode via Connect-Ed to inform parents about their child's attendance and documentation, such as a doctor's note, that must be brought in when he/she returns to school. Host Attendance Counts Celebrations to reward students for perfect attendance on a quarterly basis	MTSS/RTI./Leadership Team	Administration will meet with Registrar to review attendance reports.	Daily Attendance Bulletin, School Attendance 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
Truancy Prevention	K-5	Counselor	All teachers and attendance clerk	November 6, 2012-Teacher Planning Day	A Truancy Intervention Program will be developed during the PD. Monitor the implementation of this program by teachers and staff	Assistant Principal and Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Awards/Certificates	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:	Data indicated that there was a total of 35 students suspended during the 2011-2012 school year. Our goal for the 2012-2013 school year is to reduce the number of suspension from 35 to 32 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
35	32
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
27	22

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 and parents are not familiar with the Student Code of Conduct; therefore; they are unaware of the consequences for negative and unacceptable behaviors	During Open House and specific grade parent meeting direct students and parents to the website to become familiar with Student Code of Conduct, expected behavior and consequences. A positive behavior system will be in place in order to curve any negative behavior as soon as it is displayed	MTSS/RtI Team Guidance Counselor. Community Involvement Specialist	Quarterly reviews will be conducted by Administration, School Counselor, CIS of the Parent Contact Log for evidence of communication with parents of students who have been placed on outdoor suspension	Parent Communication Log, Parent Sign-in Log/ Parental Involvement Monthly School Report.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Stock Paper	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:		N/A		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One barrier was the lack of student knowledge of district and community sponsored competitions to generate interest in STEM activities.	Students will be provided with opportunities to participate in school science projects and District competitions as a part of our science academy to encourage STEM activities and procedures.	MTSS/RTI Leadership Team	Administrators will monitor use of computer resources monthly	Student Work Samples, Lesson Plans, and Registration Forms in District competitions.

2	One barrier was the limited use of Discovery Education to enhance and extend teacher and student interest in STEM related activities.	Incorporate semester projects which encourage collaboration amongst teachers and students in the same homeroom sections to create products that focus on careers after high school.	MTSS/RTI Leadership Team	Administrators will monitor use of computer resources monthly	Student Work Samples and Lesson Plans.
---	---	---	--------------------------	---	--

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
STEM Implementation Across the Curriculum	School-wide	Mathematics And Science Leaders	All Teachers	September 12, 2012	Administration Walk Throughs and Registration of Competitions.	Administration

STEM Budget:

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

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
Attendance	Incentives	Awards/Certificates	PTA	\$500.00
Suspension	Incentives	Stock Paper	PTA	\$500.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal Areas 1 & 2	AR Books and Quizzes	EESAC	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 3 & 4	Tutoring and Intervention	Title I	\$2,000.00
Reading	Goals 3 & 4	Tutors Tutoring and Intervention	Title III	\$2,500.00
Mathematics	Tutoring and Interventions	Tutors	Title I	\$5,000.00
Science	Special Projects	Materials and training for students to develop special projects	Title I	\$2,000.00
				Subtotal: \$11,500.00
				Grand Total: \$13,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
-----------------------------------	--------------------------------	----------------------------------	-----------------------------	--

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 10/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

Awards, and incentives for student achievement and attendance	\$2,000.00
Copies of Code of Student Conduct	\$500.00
AR Books and Quizzes	\$1,500.00

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

The school advisory committee will manage the SIP Plan, the school budget, school concerns, and accountability issues.

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 GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	72%	76%	43%	257	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	58%	66%			124	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	77% (YES)			149	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					530	
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 GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	71%	90%	48%	279	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	69%	64%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	68% (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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested