

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL

District Name: Dade

Principal: Patricia M. Garcia

SAC Chair: Yvette Rodriguez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/31/2012

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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia Garcia	Early Childhood Education, Elementary Education, Primary Education, School	4	14	'12 '11 '10 '09 '08 School Grade A B A A A _ High Standards Rdg. 73 82 82 83 N/A High Standards Math 75 85 84 85 N/A Lrng Gains-Rdg. 77 63 67 76 N/A Lrng Gains-Math 73 65 74 59 N/A Gains-Rdg-25% 83 47 58 70 N/A Gains-Math-25% 79 70 68 68 N/A
Assis Principal	Isel Ares	Educational Leadership, Physical Education	3	3	'12 '11 '10 '09 '08 School Grade A B A A A_ High Standards Rdg. 73 82 82 81 76 High Standards Math 75 85 84 84 65 Lrng Gains-Rdg. 77 63 67 73 69 Lrng Gains-Math 73 65 74 84 61 Gains-Rdg-25% 83 47 58 73 62 Gains-Math-25% 79 70 68 89 67  Gains-Rdg-25% 47 58 77 73 62 Gains-Math-25% 68 70 88 89 67

### 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)
N/A	0	0			

### 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. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned.	Professional Development Liaison	May 2013	
2	2. Implement Professional Learning Communities in which teachers share best practices, interpret data and accommodate students' learning needs.	Grade Level Chairpersons	May 2013	
3	3. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices.	Grade Level Chairpersons Assistant Principal	May 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
6 out of field 0 less than effective	Teachers will be provided professional development opportunities to obtain the ESOL endorsement and/or participate in META courses.  Teachers will be provided professional development opportunities to obtain the gifted endorsement and/or participate in Gifted courses.

### 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
58	3.4%(2)	24.1%(14)	46.6%(27)	25.9%(15)	46.6%(27)	100.0%(58)	5.2%(3)	5.2%(3)	67.2%(39)

### 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
Julie Demarchena	Rebecca Manzanos	Ms. Manzanos has a rich and successful background in teaching. She is an effective educator that is successful in attaining student achievement.	Review student data and identify student needs to plan for effective instruction. Plan for the implementation of Differentiated Instruction.
Nicole Fierro	Delilah Mejia	Ms. Mejia has a rich and successful background in teaching. Her expertise allows for continuous student achievement.	Review student data and identify student needs to plan for effective instruction. Plan for the implementation of Differentiated Instruction.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Manuel C. Barreiro Elementary School's MTSS/RtI Leadership Team will consist of the Principal, Assistant Principal, counselor, grade-level chairpersons, English Language Learner teacher and school psychologist. Principal and Assistant Principal ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding MTSS/RtI, maintain stakeholders informed of current MTSS/RtI implementation plans as well as providing documentation that support progress toward goals, monitor the fidelity of interventions implemented by the school-based team and provide ongoing staff development based on data trends compiled from student performance indicators.

Grade level chairpersons share information with teams based on student performance data compiled from their respective grade levels, report on core curriculum practices as well as efficiency of interventions and communicate with grade level colleagues.

MTSS Leadership team and Literacy Leadership Team members assist in the data collection, provides vital information about curriculum, models lessons for teachers in areas of Reading, provides professional development related to reading strategies, and assists with the design and implementation for progress monitoring of students considered "at risk".

English Language Learner Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching.

Special Education Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching and consultation.

Student Services Team provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

Grade level chairpersons share information with teams based on student performance data compiled from their respective grade levels, report on core curriculum practices as well as efficiency of interventions and communicate with grade level colleagues.

Reading Coach assists in the data collection, provide vital information about curriculum, models lessons for teachers in areas of Reading, provides professional development related to reading strategies, and assists with the design and implementation for progress monitoring of students considered "at risk".

English Language Learner Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching.

Special Education Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching and consultation.

Student Services Team provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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 school-based MTSS/RtI Leadership team meets on a monthly basis to monitor the progress of students, review assessment data and progress monitoring data at the grade level and classroom level. The MTSS/RtI Leadership Team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk; will assess the need for professional development to enhance instruction that targets specific deficient benchmarks and provide technical assistance and support for the progress of RTI implementation. The MTSS/RtI Leadership Team will provide a forum for input from the staff regarding instructional approaches and solutions to teaching challenges.

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

The school based The school based MTSS/RtI Leadership Team will gather data for the deficient academic areas and specific clusters and social/emotional areas that need to be addressed. The MTSS/RtI Leadership Team helps set clear expectations for instruction and facilitates the development of a systemic approach to teaching. Delivery of instruction and intervention will be monitored with fidelity by the MTSS/RtI Leadership Team.

### MTSS Implementation

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

At Dr. Manuel C. Barreiro Elementary, the RtI Leadership Team will utilize information from all sources of data to guide decisions and policies for all students to adjust instructional strategies and focus; adjust behavior management strategies; target professional development; and adjust resources to maximize the potential of all team members.

District Baseline Assessment  
Progress Monitoring and Reporting Network (PMRN)—Progress Monitoring  
Florida Comprehensive Achievement Test (FCAT)  
Florida Assessments for Instruction in Reading (FAIR)  
District Interim Assessments  
Early Childhood Observation System (ECHOS)  
Comprehensive English Language Learning Assessment (CELLA)  
End of the Year Assessments  
Stanford Achievement Test (SAT)  
Voyager Checkpoints

Describe the plan to train staff on MTSS.

Dr. Manuel C. Barreiro will provide professional development through Professional Learning Communities and will be on-going throughout the school year. The MTSS/RtI Leadership Team will also establish additional professional development sessions according to analyzed data and staff needs. Administration, teachers, and support staff will be trained on RtI using the RtI Training Module online, available through MDCPS professional development system.

Describe the plan to support MTSS.

Dr. Manuel C. Barreiro Elementary School will utilize information from all sources of data to guide decisions and policies for all students to enhance student achievement.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of the Principal, Patricia Morales, Assistant Principal, Isel Ares, ELL Teacher, Peter

Hill, Spanish Teacher, Yvette Rodriguez, Alissa Avila, Rebecca Manzanos, Vanessa Aguilar, Christin Hernandez, Marisol Gomez, Alicia Morris, and Alina Alpizar which serve as grade level and department chair persons. This team meets on a monthly basis to review data, implement effective reading strategies, and discuss ongoing progress monitoring.

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

Administrators will lead a literacy leadership team and develop a school literacy plan across all content areas, analyze, organize and disseminate student data and support teachers in making instructional changes to improve literacy. Instruction will be monitored in order to provide feedback to teachers. Grade level chairpersons and teachers share information based on student performance data compiled from their respective grade levels, report on core curriculum practices as well as efficiency of interventions and communicate with the Literacy Leadership Team. In addition, grade level chairpersons will use appropriate assessments to guide practice and participate in professional development.

LLT members assists in the data collection, provides vital information about curriculum, models lessons for teachers in areas of Reading, provides professional development related to reading strategies, and assist with the design and implementation for progress monitoring of students considered "at risk". The Media Specialist will order appropriate materials, provide accessibility to students to help select age-appropriate or reading level materials to students.

Reading Coach assists in the data collection, provide vital information about curriculum, model lessons for teachers in areas of Reading, provide professional development related to reading strategies, and assist with the design and implementation for progress monitoring of students considered "at risk". The Reading Coach also assists the Principal in leading the school literacy leadership team and actively promotes the process of literacy in classrooms. The Media Specialist will order appropriate materials, provide accessibility to students to help select age-appropriate or reading level materials to students.

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

The major initiatives will be the ability to communicate vertically throughout the grade levels for planning, progress monitoring, and data analysis and collection purposes. The team will be able to discuss effective strategies, meaningful lessons, identify areas of strengths and weaknesses, set up an effective school-wide literacy plan, and to determine the implementation of appropriate intervention programs as well as providing enrichment literacy based activities to maintain and increase academic achievement.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

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## Postsecondary Transition

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

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

## 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 indicates that 30% of students achieved proficiency (Level 3).  Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Level 3) at 30%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(139)	30%(140)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category #3 Literary Analysis Fiction and Nonfiction.  The students lack development in descriptive language, figurative language, and text featured texts. Specifically in the understanding and processing of elements found in texts.	Students in grades 3, 4, and 5 will read (fiction & nonfiction) stories, passages, Florida Ready, and computer-based programs to reinforce comprehension of text. Classroom teachers will provide explicit lessons on identifying relevant details, inferences, chronological order, cause/effect, theme strategies and literary graphic organizers and concepts maps.	MTSS/RTI Team	Interim Assessments, F.A.I.R. Assessment, and basal unit tests. These data reports will be utilized to ensure progress is being made and to adjust instruction as needed.	Formative: FAIR, FCAT Explorer, Reading Plus, and SuccessMaker.  Summative: 2013 FCAT 2.0 Reading Assessment

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

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

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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 indicates that 42% of students achieved proficiency (Level 4 and 5).  Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Level 4 and 5) at 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(195)	42%(197)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reporting category #4 Informational Text/Research Process. The students lack development in locating, interpreting, and organizing information within texts.	Students in grades 3, 4, and 5 will be provided with explicit lessons that will allow students the opportunity to locate and analyze text features, analyze details, draw conclusions, and identify nuances. These explicit lessons will also provide enrichment as well as a challenge to students needing to continue to show academic progress.	MTSS/Rti Team	Interim Assessments, F.A.I.R. Assessment, and basal unit tests. These data reports will be utilized to ensure progress is being made and to adjust instruction as needed	Formative: FAIR, FCAT Explorer, Reading Plus, and SuccessMaker.  Summative: 2013 FCAT 2.0 Reading 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:	The results of the 2012 Florida Alternate Assessment Test indicates that 100% of students achieved proficiency (level 7 and above). Please note, Dr. Manuel C. Barreiro Elementary only has one student taking the Florida Alternate Assessment Test in 2012.  Our goal for the 2012-2013 school year is to maintain the student's level of proficiency at Level 7 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the Performance Level Descriptors of the 2012 Florida Alternate	Reading selections will be taught at a level that does not frustrate the student in order to improve his vocabulary	SPED Chairperson	Teacher will observe student for immediate feedback. Imagine Learning reports	Formative: Access points monitoring assessments, Riverdeep reports,

1	<p>Assessment is the understanding of challenging academic expectations and the ability to provide solutions to complex problems contained in the independent grade level access points.</p> <p>The student is need of increases in his vocabulary to able to comprhend various texts.</p>	<p>and reading comprehension. Vocabulary will be introduce With pictures and prints. Pictures will be faded for long term comprehension and retention. Vocabulary will be used in different contexts and will be introduced using pictures and prints to provide opportunities for generalization. The student will be provided with continuous review/practice when learning reading concepts.</p>	<p>Reading Pluse reports, Imagine Learning Reports Summative: 2013 Florida Alternate Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>The result of the 2012 FCAT 2.0 Reading Test indicates that 77% of students made reading learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percent of students making reading learning gains to 82%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>77%(236)</p>	<p>82%(251)</p>

Problem-Solving Process to I ncrease 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 administration of the FCAT 2.0 Reading Test was reporting category #3 Literary Analysis Fiction and Nonfiction.</p> <p>The percentage of students making reading learning gains Increased as noted on the 2012 administration of the FCAT 2.0 Reading Test by 15 percentage points.</p> <p>2012: 77% 2011: 63%</p> <p>Continue monitoring the effectiveness and rigor of the interventions utilized as needed. The students need development in identifying and processing texts in the area of Descriptive Language, Figurative Language, and Text Features.</p>	<p>Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards in Literary Analysis with the use of Florida Ready and SuccessMaker for Tier II Intervention as an effective resource for intervention.</p>	<p>Assistant Principal Literacy Leadership Team</p>	<p>SuccessMaker for Tier II Intervention reports, F.A.I.R reports, Interim Assessment results, Reading Plus reports</p>	<p>Formative: FAIR, FCAT Explorer, Reading Plus, and SuccessMaker.</p> <p>Summative: 2013 FCAT 2.0 Reading 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment Test indicates that our one student that participates in the Florida Alternate Assessment did not make learning gains for the 2012 administration of the Florida Alternate Assessment. Please note, Dr. Manuel C. Barreiro Elementary only had one student taking the Florida Alternate Assessment Test in 2012.  Our goal for the 2012-2013 school year is to increase the percentage of students making reading learning gains on the 2013 Florida Alternate Assessment to 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	The area of deficiency a noted on the Performance Level Descriptors of the 2012 Florida Alternate Assessment is the understanding of challenging academic expectations and the ability to provide solutions to complex problems contained in the independent grade level access points. The student has difficulty identifying and understanding various genres of reading.	Reading selections will be taught at a level that does not frustrate the student in order to improve reading comprehension and differentiating different contexts. Student will be provided with continuous review/practice when reading fiction, non-fiction and informational texts to identify differences.	SPED Chairperson	Imagine Learnig reports, Riverdeep reports, Successmaker for intervention reports	Formative: Teacher made assessments Summative: 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Assessment indicate that 83% of the students in the lowest 25 percentile made learning gains.  Our goal for the 2012-2013 school year is to increase the percent of the students in the lowest 25% making learning gains by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(66)	88%(70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category # 2 Reading Application.</p> <p>The percentage of students in the lowest 25% making learning gains increased as noted on the 2012 administration of the FCAT 2.0 Reading Test by 35 percentage points. The students lack development in differentiating between theme, topic, and main idea.</p>	<p>Monitoring the effectiveness of interventions and remediation on a biweekly basis thru SuccessMaker for Tier II Intervention and Voyager Intervention.</p> <p>Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency such as Reading Application. Students will be provided with explicit lessons in theme, topic and main idea to ensure proper understanding. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency such as Reading Application.</p>	<p>MTSS/RtI Team, Assistant Principal</p>	<p>Review ongoing progress monitoring through Voyager Passport and SuccessMaker for Tier II Intervention to ensure progress is being made and adjust intervention and instruction as needed. Additionally, review reports of District Interim Assessments, FAIR data to monitor student progress</p>	<p>Formative: Interim Assessments, FAIR, VPORT reports, SuccessMaker for Tier II Intervention reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
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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%.	<p>Reading Goal #</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicate that 72% of students achieved proficiency (Level 3- 5). Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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.	The results of the 2012 FCAT 2.0 Reading Test indicate that 68% of White students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 72%.
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(17)	72%(18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	White: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category # 1 Vocabulary.	Monitoring the effectiveness of interventions and remediation on a biweekly basis thru Success Maker for Tier II Intervention. The Reading Plus program	MTSS/RtI Team, Assistant Principal	Review ongoing progress monitoring through Success Maker to ensure progress is being made and adjust intervention and instruction as needed.	Formative: Interim Assessments, Reading Plus, FAIR, SuccessMaker reports  Summative: 2013

1	As noted on the 2012 FCAT Reading Test, White students demonstrated 68% proficiency. An anticipated barrier may be that students lack exposure and the consistent practice in vocabulary skills and enhancement	will also be used weekly to best provide individualized reading practices.  Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency such as vocabulary.	Additionally, analyze Reading Plus, FAIR and District Wide data reports to determine areas requiring additional instructional interventions. Also, the continuous use of the district Pacing Guides.	FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 31% of students in the SWD subgroup achieved proficiency.  Our goal for the 2012-2013 School Year is to increase student proficiency by 15 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(11)	46%(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category # 2 Reading Application  As noted on the 2012 FCAT Reading Test, SWD students demonstrated	Monitoring the effectiveness of interventions and remediation on a biweekly basis thru Success Maker for Tier II Intervention.  The Reading Plus program will also be used weekly to best provide individualized reading	MTSS/RTI Team, Assistant Principal	Review ongoing progress monitoring through Success Maker to ensure progress is being made and adjust intervention and instruction as needed.  Additionally, analyze Reading Plus, FAIR and District Wide data reports	Formative: Interim Assessments, Reading Plus, FAIR, Success Maker reports  Summative: 2013 FCAT 2.0 Reading Assessment

31% proficiency. An anticipated barrier may be that students lack the consistent practice of identifying the main idea of various texts.	practices. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency such as Reading Application.	to determine areas requiring additional instructional interventions. Also, the continuous use of the district Pacing Guides.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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 for Tier II Intervention	3-5	District Liaison	3-5 Teachers	September 13, 2012	SuccessMaker for Tier II Intervention reports	LLT Representative
Destination Reading/River Deep	K-5, Spanish, Special Education	Destination Rading/Riverdeep Representative	K-5 Spanish and Special Education Teachers	September 12, 2012 September 20, 2012 October 16-17, 2012	Student Work Folders	LLT Representative
Differentiated Instruction	K-5	Reading PLC Liaison	K-5 Teachers	September 20, 2012 November 6, 2012 February 1, 2013	Student Work Folders Student Differentiated Instruction Logs	PLC (Professional Learning Communities) Liaisons
Reading Plus	1-5 Reading	LLT Representative	1-5 Teachers	September 24, 2012	Reading Plus Reports	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3, 4, and 5 will be provided with explicit lessons that will allow students the opportunity to locate and analyze text features, analyze details, draw conclusions, and identify nuances. These explicit lessons will also provide enrichment as well as a challenge to students needing to continue to show academic progress.	Strategies to Achieve Reading Success	EESAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2012 CELLA test reveal that 56% of our English Language Learner students earned a Proficient level score on the Listening/Speaking portion of the CELLA test. Our goal is to increase student proficiency by 1 percentage point to 57%.			
2012 Current Percent of Students Proficient in listening/speaking:					
56% (142)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the Listening/Speaking portion of the 2012 CELLA test showed that	Provide students with modeling, teacher led groups, meaningful language practice, use of illustrations and the	LLT	Daily and weekly classroom teacher observations in whole group and in small group instructional	Formative: Weekly, individual and small group assessments in the classroom,

1	<p>1% of our English Language Learner students scored at the Beginning level, and 11% of our ELL students scored at the Low Intermediate level of the CELLA test.</p> <p>There is a need for students to develop and refine Standard English vocabulary and fluency in speaking.</p>	<p>Language Experience Approach in order to increase listening skills. Teachers will also encourage students to collaborate through modeling think alouds so that oral language abilities increase.</p> <p>Provide students with a print rich environment and exposure to role playing, repetition and cooperative learning groups in order to enhance speaking skills.</p> <p>Students will utilize the Successmaker and STARFALL program and Title II tutoring will be provided during afterschool hours.</p>	<p>situations.</p> <p>Conduct grade level meetings to obtain feedback on effectiveness of implemented strategies and to monitor progress.</p> <p>Adjust academic goals utilizing teacher feedback on student skill attainment.</p>	<p>Reading Plus, STAR Reading, FAIR reports, district interim assessments</p> <p>Summative: 2013 CELLA test scores</p>
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Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA test reveal that a total of 31% of our English Language Learner students scored at the Proficient level on the Reading portion of the CELLA test. Our goal is to increase student proficiency by 1 percentage point to 32%.
2012 Current Percent of Students Proficient in reading:	
31%(79)	
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 Reading Portion of 2012 CELLA test showed that 11% of our English Language Learner students scored at the Beginning Level and 23% of our English Language Learner students scored at the Low Intermediate level of the CELLA test. Students due to students language limitations and lack of English vocabulary.	English Language Learner students will read stories, passages, computer based programs and articles (fiction and nonfiction), that include a wide variety of vocabulary and usage of all reading strategies for full comprehension of the text. Classroom teachers will provide a variety of instructional activities incorporating strategies that allow English Language Learner students opportunities to identify and fully understand character development, text structures, context clues, etc. in order to summarize the text for example, working with multiple	LLT	Data and reports from Interim Assessments, FAIR Assessments and basal unit tests will be utilized to ensure that instruction is adjusted so that continual progress is being made.	Formative: FAIR, FCAT Explorer, Reading Plus, SuccessMaker and Riverdeep reports  Summative: 2013 CELLA test.



	meaning words, listening to stories on CD's, utilizing vocabulary word walls with pictures, building words with letter tiles, labeling around the room. Title III tutoring will be provided during afterschool hours.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA test reveal that a total of 29% of our English Language Learner students scored at the Proficient level on the Writing portion of the CELLA test.  Our goal is to increase student proficiency by 1 percentage point to 30%.
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2012 Current Percent of Students Proficient in writing:

29%(73)

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 Writing portion of the 2012 CELLA test showed that 13% of our English Language Learner students scored at the Beginning level and 26% of our ELL students scored at the Low Intermediate level of the CELLA test. Composing process may be limited as they struggle to use complex grammar and vocabulary to make their writing more sophisticated and with precise word choice.	English Language Learner students will be given opportunities to develop writing proficiency through the use of journals, graphic organizers, weekly writing prompts, spelling strategies, process writing, shared writing rubrics, peer editing on simple sentence structure and modeled writing samples.  English Language Learner students will utilize Wordly Wise instructional materials to assist vocabulary acquisition. Title II tutoring will be provided during afterschool hours.	Assistant Principal, LLT	Assess monthly classroom narrative, expository and persuasive writing prompt responses and assess weekly spelling tests to ensure that progress is being made.  Conduct grade level meetings to obtain teacher feedback on effectiveness of implemented strategies.  Ongoing classroom observations	Formative: Classroom writing and spelling assessments. School-wide writing assessments  Summative: 2013 CELLA test

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency as noted			

on the Writing portion of the 2012 CELLA test showed that 13% of our English Language Learner students scored at the Beginning level and 26% of our ELL students scored at the Low Intermediate level of the CELLA test. Composing process may be limited as they struggle to use complex grammar and vocabulary to make their writing more sophisticated and with precise word choice

Wordly Wise

PTO

\$1,500.00

Subtotal: \$1,500.00

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
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No Data	No Data	No Data	\$0.00
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Subtotal: \$0.00

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
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No Data	No Data	No Data	\$0.00
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Subtotal: \$0.00

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
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No Data	No Data	No Data	\$0.00
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Subtotal: \$0.00

Grand Total: \$1,500.00

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 31% of students in grades 3rd-5th achieved proficiency (Level 3).  Our goal for the 2012-2013 school year is to maintain Level 3 student proficiency at 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(147)	31%(145)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT is Geometry and Measurement. Students demonstrated a weakness in concepts required to complete tasks involving identifying, labeling and measuring solid and plane figures.	Students will be given opportunities, through the use of manipulatives, hands-on and cooperative activities to demonstrate understanding of geometry and measurement concepts such as identifying tools for each type of measurement and how and when to use them, Identifying solid figures, plane figures and attributes (faces, edges, vertices), using standard and non-standard units to measure 3-D pictured items  Students will be provided access to SuccessMaker, River Deep, Gizmos, and FCAT Explorer to provide further assistance in mastering concepts, including real world situations involving geometry and measurement.	Assistant Principal MTSS/RtI Team	Review data collected from District Assessments to ensure that progress is being made and adjust instruction and provide support as needed.  Conduct grade level meetings to obtain teacher feedback on effectiveness of implemented strategies.	Formative: classroom assessments, District Baseline and Interim Assessments, SuccessMaker reports, GIZMOS usage 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 group:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2011 FCAT Mathematics Test indicate that 48 percent of students achieved Level 4 and 5 proficiency.  The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 43% of students in grades 3rd-5th achieved proficiency (Level 4 and 5).  Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency at 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(200)	43%(201)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT is Geometry and Measurement. Students demonstrated a weakness in concepts required to complete tasks involving geometry and measurement.	Students will be given opportunities, through the use of manipulatives, hands-on and cooperative activities to demonstrate understanding of geometry and measurement concepts.  Students will be provided access to SuccessMaker, River Deep, Gizmos, and FCAT Explorer to provide further assistance in mastering concepts, including real world situations involving geometry and measurement. Students will identify tools for each type of measurement and how and when to use it.  Identify solid figures, plane figures and attributes (faces, edges, vertices)  Students will use standard and non-standard units to measure 3-d pictured	Assistant principal Math Liaison  MTSS/RtI Team	Review data collected from District Assessments to ensure that progress is being made and adjust instruction and provide support as needed.  Conduct grade level meetings to obtain teacher feedback on effectiveness of implemented strategies.	Formative: classroom assessments, District Baseline and Interim Assessments, SuccessMaker reports, GIZMOS usage 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 group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>The results of the 2012 Florida Alternate Assessment indicate that 100% of students achieved at or above Level 7.</p> <p>Please note, Dr. Manuel C. Barreiro Elementary only had one student taking the Florida Alternate Assessment Test in 2012.</p> <p>Our goal for the 2012-2013 school year is to maintain the student's level of proficiency at Level 7 and above.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency a noted on the 2012 Florida Alternate Assessment is the difficulty of finding clue words to solve word problems.	The student will be provided with visual cues, by underlining, highlighting, and reading aloud, with emphasis in the clue word to be associated with the correct mathematics computation. The student will be provided with access to various computer programs such as, SuccessMaker, Reflex Math and Riverdeep.	SPED Cahirperson	Following access point strategies, the student will have frequent feedback to ensure learning by question/answers, repetition and continuous practice.	Formative: Teacher made assessments, computer generated tests Summative: 2013 Florida Alternate Assessment

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2012 FCAT 2.0 assessment reveal that 73% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 78%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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73%(223)	78%(239)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is Geometry and Measurement. Students demonstrated a weakness in the	Students will be given opportunities, through the use of manipulatives, for hands-on and cooperative activities to demonstrate understanding of	Math Liaison Assistant Principal MTSS/RtI Team	Review data collected from District assessments to ensure that progress is being made and adjust instruction and provide support as needed.	Formative: classroom assessments, District Baseline and Interim Assessments, Success Maker

1	<p>concepts and skills required to complete tasks involving geometry and measurement. Students demonstrated a weakness applying Geometric and Measurement concepts (i.e. perimeter, area, and volume) learned, to real-world situations such as word problems.</p>	<p>geometric and measurement concepts and skills. Students will use manipulatives to create geometric figures (ex. 3 triangles to make a trapezoid). Students will be provided opportunities to build scaled models (using cubes) to demonstrate awareness of measurement (perimeter, area, or volume).</p> <p>Students will be provided access to Riverdeep, Gizmos, Success Maker, Florida Online Intervention, and Florida Ready to further assist in the mastering of geometric and measurement skills and concepts, including real world situations.</p>	<p>Conduct grade level meetings to obtain teacher feedback on effectiveness of implemented strategies.</p>	<p>reports, Gizmo usage reports</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	<p>The results of the 2012 Florida Alternate Assessment indicate that our one student that participates in the Florida Alternate Assessment did not demonstrate learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains on the Florida Alternate Assessment by 100%.</p> <p>Please note, Dr. Manuel C. Barreiro Elementary only had one student taking the Florida Alternate Assessment Test in 2012.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>N/A</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Teachers with students participating in the Florida Alternate Assessment are in need of training and exposure to using access points to effectively differentiate instruction for these students.</p>	<p>Teachers will be given professional development opportunities to effectively implement the curriculum using access points. Student will be given opportunities to participate in differentiated lesson with the use of technology.</p>	<p>SPED chairperson</p>	<p>Observation of student progress, weekly feedback on following access point strategies and various assessments.</p>	<p>Formative: Teacher made assessments, computer generated assessments and reports Summative: 2013 Florida Alternate 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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Assessment reveal that 79% of students in the lowest 25% made learning gains.</p>
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Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(64)	84%(68)

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 administration of the FCAT was Geometry and Measurement. Students demonstrated a weakness in the ability to apply geometric and measurement concepts to questions representing real-life problems.</p> <p>As noted on the 2012 FCAT Mathematics Test, students in the lowest 25% making learning gains increased by 11 percentage points when compared to the 2011 administration of the FCAT. However, there continues to be a lack of resources for math intervention.</p>	<p>Identify lowest performing students in grades 3-5, based on instructional needs, to implement fluid differentiated instructional groups where students are given opportunities to utilize various technology programs, with fidelity, including Riverdeep, Florida Focus, Reflex Math, Gizmos, Success Maker, and Florida Online Intervention.</p> <p>Students will use real-life objects to connect and identify 3-D shapes. (ex. cylindrical cans, cereal boxes, globes, etc) and use rulers to measure figures, sides, faces and dimensions to master solutions to real-life problems.</p>	Assistant Principal and MTSS/RtI Team	Review textbook based cumulative assessments and District Interim Assessment reports to monitor progress and to adjust instruction as needed and provide appropriate instructional intervention to ensure progress is being made	<p>Formative: textbook based cumulative assessments, District Baseline and Interim Assessments, Success Maker reports, Gizmos usage reports, Reflex Math reports</p> <p>Summative: 2013 FCAT 2.0 Math Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	The results of the 2012 FCAT Mathematics Test indicate that 75% of students achieved proficiency (Level 3- 5). Our goal for 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
	72	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 76% of White students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(19)	84%(21)

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 FCAT 2.0 Mathematics Test, White students demonstrated 76% proficiency. There continues to be a need for resources and effective practices for Mathematics Interventions for our White students.	Identify lowest performing White students in grades 3-5 based on instructional needs. Provide fluid differentiated instruction groups where students are given opportunities to develop in their areas of deficiency. Students will be given opportunities to utilize various technology programs with fidelity Riverdeep, Brainpop, Reflex Math, Gizmos and, Florida Online Intervention.	MTSS/RtI	Review textbook based cumulative assessments and District Interim Assessment reports to monitor progress and adjust instruction as needed, and provide appropriate instructional intervention to ensure progress is being made.	Formative: Textbook based cumulative assessments and District Baseline and Interim Assessments. Gizmos and Reflex Math usage 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 62% of English Language Learner (ELL) students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(55)	67%(59)

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 FCAT 2.0 Mathematics Test, English Language Learner (ELL) students demonstrated 62% proficiency.  The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test showed our students demonstrated a weakness applying Geometric and Measurement concepts (i.e. perimeter, area, and volume) learned, to problems requiring real-world situations.  There continues to be a need for resources and practices that individualize mathematics interventions for our	Utilize Title III funds to supplement and enhance programs for our English Language Learner students through a tutorial academy which utilizes research based mathematics and supplementary instructional materials which address individual learner needs.  In addition, students will be given opportunities to utilize various technology programs, with fidelity, which are designed to individualize mathematics instruction, including Reflex Math, Florida Ready, Riverdeep, Gizmos and, Florida Online Intervention.	MTSS/RtI Team	Analyze District Wide data reports to determine areas requiring additional instructional interventions.	Formative: District assessments, Reflex Math 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The results of the 2010-2011 FCAT Mathematics Test indicate that 78% of Economically Disadvantaged students achieved proficiency. Our goal for the 2011-2012 school year is to increase student proficiency by 2 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(225)	80%(230)

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 2011 FCAT Mathematics Test, Economically Disadvantaged students demonstrated 78% proficiency. There continues to be a need for resources and effective practices for Mathematics Interventions for our Economically Disadvantaged students.	. Identify lowest performing Economically Disadvantaged students in grades 3-5 based on instructional needs. Provide fluid differentiated instruction groups where students are given opportunities to develop in their areas of deficiency. Students will be given opportunities to utilize various technology programs with fidelity Riverdeep, Brainpop, Math Reflex, Gizmos and, FCAT Explorer.	Rtl Leadership Team	. Review textbook based cumulative assessments and District Interim Assessment reports to monitor progress and adjust instruction as needed, and provide appropriate instructional intervention to ensure progress is being made.	Formative: Textbook based cumulative assessments and District Baseline and Interim Assessments. Gizmos usage reports  Summative: 2012 FCAT Mathematic 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
Mathematics New Generation Standards/ Common Core Standards	K-5 Mathematics	Mathematics PLC Facilitator	K-5 Mathematics Teachers	September 26, 2012 November 6, 2012 February 1, 2013 April 24, 2013	Grade Level Planning Sessions	Administrator
Reflex Math	Reflex Math Representative	Mathematics Liaison	K-5 Mathematics Teachers	September 14, 2012	Grade Level Planning Sessions	Grade Level Planning Sessions

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identify lowest performing Economically Disadvantaged students in grades 3-5 based on instructional needs. Provide fluid differentiated instruction groups where students are given opportunities to develop in their areas of deficiency. Students will be given opportunities to utilize various technology programs with fidelity which individualize mathematics instruction, including Riverdeep, Brainpop, Reflex Math, Gizmos, SuccessMaker, and Florida Online Intervention	Reflex Math	PTO	\$2,995.00
Subtotal:			\$2,995.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$2,995.00

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 47% students achieved proficiency (FCAT Level 3).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3 proficiency by 2 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(69)	49%(72)

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 administration of the FCAT Science Test was the reporting category of Physical Science.</p> <p>Students need additional exposure to instructional strategies and activities that incorporate multi-media, demonstrations and hands-on activities through inquiry based instruction.</p> <p>Students need additional help with understanding and applying science vocabulary.</p>	<p>Instruction will ensure teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion.</p> <p>Students will be provided opportunities to use GIZMOS, Brainpop, Study Jams, FCAT Explorer, Inquiry in Action and the use of FCAT Science Item Specifications to help guide instruction.</p> <p>Incorporate science word wall and notes using visuals and pictures for vocabulary.</p>	<p>Provide students with in-depth inquiry based instruction in the development of Life Science concepts.</p> <p>Students will increase the use of GIZMOS at school and in home. Students will be given more opportunities to model, explain, and label diagrams.</p>	Assistant Principal	Teachers will utilize Edusoft and GIZMOS usage reports to analyze data and determine strengths and areas for improvement to guide instruction.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 22% students achieved proficiency (FCAT Level 4 and 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4 and 5 proficiency by 1 percentage point to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(33)	23%(34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was the reporting category of Life Science. Students need additional support through enrichment activities to enhance their scientific understanding.  Students have minimal exposure to inquiry based higher order thinking resources.	Provide students with in-depth inquiry based instruction in the development of Life Science concepts. Students will increase the use of GIZMOS at school and in home. Students will be given more opportunities to model, explain, and label diagrams.	Assistant Principal	Teachers will utilize Edusoft and GIZMOS usage reports to analyze data and determine strengths and areas for improvement to guide instruction.	Formative: School site assessments. District Interim Assessments. GIZMOS usage reports. Summative: 2013FCAT 2.0 Science Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS	3-5	District Liaison	3-5	October 10, 2012	GIZMOS Usage Reports	Administrator
Integrating Discovery Education with Common Core Standards	K-5	Science Teacher	K-5	November 6, 2012	Classroom walk throughs	Administrator
NGSSS Science Workshop	5	Science Teacher	K-5	November 6, 2012	Classroom walkthroughs, Lab reports, GIZMOS usage reports	Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instruction will ensure teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion. Students will be provided opportunities to use GIZMOS, Brainpop, Study Jams, FCAT Explorer, Inquiry in Action and the use of FCAT Science Item Specifications to help guide instruction. Incorporate science word wall and notes using visuals and pictures for vocabulary.	AIMS	EESAC	\$500.00
Instruction will ensure teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion. Students will be provided opportunities to use GIZMOS, Brainpop, Study Jams, FCAT Explorer, Inquiry in Action and the use of FCAT Science Item Specifications to help guide instruction. Incorporate science word wall and notes using visuals and pictures for vocabulary.	Sciencesaurus	EESAC	\$500.00
Subtotal:			\$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test reveal 75% of students in grade four achieved Level 3 or higher.  Our Goal for the 2012-2013 school year is to increase students' level of proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(120)	77%(124)

### 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 results of the 2012 FCAT 2.0 writing indicate a deficiency in elaboration and conventions within the writing process.	Through explicit instruction and independent practice, students will engage in the writing process.  Students will practice the writing process with an emphasis on the support and conventions elements through editing and revising their work. Students will be guided in self-editing, work in pairs and groups to peer edit, and confer with the teacher in one-on-one conferencing	Assistant Principal, LLT Team	Administer students' monthly narrative and expository writing prompts and score student responses to monitor progress and adjust instruction as needed. Engage students in regular, student/teacher writing conferences. Create relevant writing prompts that correlate to the curriculum.	Formative: Monthly writing assessments District Writing assessments.  Summative: 2013 FCAT 2.0 Writing Test
	Students need more exposure to critical thinking skills. Thus, there is a repetition of thought patterns lack of memory for previously learned material such as: facts, terms & basic concepts.	Instructors will ensure that students demonstrate the understanding of facts, terms, and basic concepts by brainstorming (analyzing) ideas and connecting them via application. Students	Writing Committee Chairperson	Assess monthly student writing prompts to monitor and adjust instruction as needed.	Formative: Monthly writing assessments District Writing assessments.  Summative: 2013 FCAT 2.0 Writing Test

2	will then be able to solve problems to new situations by acquired knowledge and techniques in a different way.  A writing committee has been developed to address the weaknesses identified in the 2012 FCAT Writing test to implement a school wide K-5 supplemental writing program.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices in Writing: Conventions	K-5 Language Arts	Writing Committee Chairperson	K-5 Language Arts Teachers	October 17, 2012 November 14, 2012	Student writing samples/ Classroom Walkthroughs	Administrator
Best Practices in Writing: Elaboration	K-5 Language Arts	Writing Committee Chairperson	K-5 Language Arts Teachers	September 20, 2012 December 12, 2012	Student writing samples/ Classroom Walkthroughs	Administrator

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Instructors will ensure that students demonstrate the understanding of facts, terms, and basic concepts by brainstorming (analyzing) ideas and connecting them via application. Students will then be able to solve problems to new situations by acquired knowledge and techniques in a different way. A writing committee has been developed to address the weaknesses identified in the 2012 FCAT Writing test to implement a school wide K-5 supplemental writing program.	Step Up to Writing	EESAC	\$1,000.00
			Subtotal: \$1,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

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:	The goal for the 2012-2013 school year is to increase attendance to 96.66%. In addition, we will minimize the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.16%(855)	96.66%(859)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
213	202
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
237	225



Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The attendance rate increased .08% from 96.03% in the 2010-2011 school year to 96.16% in the 2011-2012 school year. There is a need to provide families with healthcare options in order to reduce the number of student absences and a need to provide parents reinforcement and guidelines of attendance policies through Connect-Ed, school website, & parent meetings with teachers.	Continue to identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies for intervention services. Students will be provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives. Information will be offered to parents on the availability of Florida Kidcare.	Counselor and Administration	Counselor and Assistant Principal will review COGNOS Attendance Report every month to identify students with excessive absences and tardies	Cognos attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Attendance	K-5	Counselor	All Teachers	Monthly Faculty Meetings	A school-wide Attendance Plan will be developed and implemented	Assistant Principal and Counselor

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Continue to identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies for intervention services. Students will be provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives. Information will be offered to parents on the availability of Florida Kidcare.	Provide incentives for students with improved attendance	PTO	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,000.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		Our goal for the 2012-2013 school year is to maintain the number of students receiving In-School and Out-Of-School Suspensions.			
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			
0		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
0		0			
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
	Incidents leading to Code of Student Conduct infractions usually occur during transitional times of the day when students	A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be	Administrators Discipline Committee	Monitor COGNOS report on student suspensions. Monitor referrals to counselor for incidents occurring during school day.	COGNOS reports

1	move to and from special classes, lunch, and dismissal. Classroom discipline plans and procedures need to continue to be enforced during transitional times and lunch time.	provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions.  Media Specialist will provide students with Character Education initiatives via morning announcements			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Education	Pre-K to 5th	Guidance Counselor and Media Specialist	Instructional and Support Staff	October 17, 2012	Instructional Staff will present one of the lessons provided within the Character Education PD to their students and provide a reflection of how this has affected their student's behavior.	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
A school-wide Discipline Committee will be created to			

develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements	Materials for incentives	PTO	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
25%		30%			
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	Parents have limited knowledge and understanding of the curriculum at the school in the areas of reading, mathematics and science	School will host FCAT informational workshops for every grade level where parents are invited to participate in training and hands-on activities.	School Administration Grade Level Chairpersons	Review sign in sheets/logs to determine the number of parents attending school events	Sign in sheets
2	Parents need various forms of communication to be fully informed of school activities and workshops	Design and update a link on the school's webpage to keep parents abreast of important information and upcoming events that are sent home through the student agendas and use Connect-ED to communicate to parents about upcoming events	Media Specialist Administrator	Review sign-in sheets/logs to determine the number of parents attending school events	Sign in sheets

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
Understanding and navigating the Parent Portal	K-5	Grade Level Teachers	Parents	September 25, 2012 September 27, 2012	Review sign in sheets to determine number of parents attending.	School Administration
Understanding the FCAT/SAT	K-5	Grade Level Teachers	Parents		Review sign in sheets to determine number of parents attending.	School Administration

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
Design and update a link on the school's webpage to keep parents abreast of important information and upcoming events that are sent home through the student agendas and use Connect-ED to communicate to parents about upcoming events.	Student Agendas	PTO	\$2,000.00
			Subtotal: \$2,000.00
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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	To increase activities for students to design and develop math, science and engineering projects to promote

STEM Goal #1:		scientific thinking and development and implementation of inquiry based activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The incorporation of STEM activities into the focus calendar as well as the provision of opportunities to participate in inquiry-based activities on an on-going basis.	To provide professional development on STEM and its usage in the curriculum, which will engage students in hands-on, real-world STEM applications through projects and activities.	Administrators	Following the FCIM model, rubrics, data from school-based assessments and District Interim Assessments	Formative: Weekly Benchmark assessments, science journals and District Interims.  Summative: 2013 FCAT 2.0 Science assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	3-5 Math & Science Teachers	District Representative	3-5 Math & Science Teachers	November 6, 2012	Classroom Walkthroughs	Administrators

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
Reading	Students in grades 3, 4, and 5 will be provided with explicit lessons that will allow students the opportunity to locate and analyze text features, analyze details, draw conclusions, and identify nuances. These explicit lessons will also provide enrichment as well as a challenge to students needing to continue to show academic progress.	Strategies to Achieve Reading Success	EESAC	\$2,000.00
CELLA	The area of deficiency as noted on the Writing portion of the 2012 CELLA test showed that 13% of our English Language Learner students scored at the Beginning level and 26% of our ELL students scored at the Low Intermediate level of the CELLA test. Composing process may be limited as they struggle to use complex grammar and vocabulary to make their writing more sophisticated and with precise word choice	Wordly Wise	PTO	\$1,500.00
Mathematics	Identify lowest performing Economically Disadvantaged students in grades 3-5 based on instructional needs. Provide fluid differentiated instruction groups where students are given opportunities to develop in their areas of deficiency. Students will be given opportunities to utilize various technology programs with fidelity which individualize mathematics instruction, including Riverdeep, Brainpop, Reflex Math, Gizmos, SuccessMaker, and Florida Online Intervention	Reflex Math	PTO	\$2,995.00
Science	Instruction will ensure teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion. Students will be provided opportunities to use GIZMOS, Brainpop, Study Jams, FCAT	AIMS	EESAC	\$500.00

	Explorer, Inquiry in Action and the use of FCAT Science Item Specifications to help guide instruction. Incorporate science word wall and notes using visuals and pictures for vocabulary.				
Science	Instruction will ensure teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion. Students will be provided opportunities to use GIZMOS, Brainpop, Study Jams, FCAT Explorer, Inquiry in Action and the use of FCAT Science Item Specifications to help guide instruction. Incorporate science word wall and notes using visuals and pictures for vocabulary.	Sciencesaurus	EESAC		\$500.00
Writing	Instructors will ensure that students demonstrate the understanding of facts, terms, and basic concepts by brainstorming (analyzing) ideas and connecting them via application. Students will then be able to solve problems to new situations by acquired knowledge and techniques in a different way. A writing committee has been developed to address the weaknesses identified in the 2012 FCAT Writing test to implement a school wide K-5 supplemental writing program.	Step Up to Writing	EESAC		\$1,000.00
					Subtotal: \$8,495.00
<b>Technology</b>					
Goal	Strategy	Description of Resources	Funding Source	Available Amount	
Parent Involvement	Design and update a link on the school's webpage to keep parents abreast of important information and upcoming events that are sent home through the student agendas and use Connect-ED to communicate to parents about upcoming events.	Student Agendas	PTO		\$2,000.00
					Subtotal: \$2,000.00
<b>Professional Development</b>					
Goal	Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	No Data		\$0.00
					Subtotal: \$0.00
<b>Other</b>					
Goal	Strategy	Description of Resources	Funding Source	Available Amount	

Attendance	Continue to identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies for intervention services. Students will be provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives. Information will be offered to parents on the availability of Florida Kidcare.	Provide incentives for students with improved attendance	PTO	\$1,000.00
Suspension	A school-wide Discipline Committee will be created to develop incentives for student's positive behavior. Students will be provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences will be held to discuss strategies for appropriate behavior and counseling sessions will be offered for students/classes that continue to have Code of Student Conduct infractions. Media Specialist will provide students with Character Education initiatives via morning announcements	Materials for incentives	PTO	\$500.00
				Subtotal: \$1,500.00
				Grand Total: \$11,995.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Materials	\$4,000.00

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

The School Advisory Council (SAC) committee will convene on a quarterly basis and address the following topics: professional development, instructional materials, instructional technology, student support services, discipline and safety concerns and resource allocation. Most importantly, the SAC will review the status of the implementation of the School Improvement Plan. The SAC will receive reports on the status of the implementation of the School Improvement Plan. Each staff member and SAC member will also receive a copy of the School Improvement Plan in an effort to ensure high quality education for all our students and that all of the goals, objectives and strategies are met and/or implemented.

# 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 DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	85%	79%	61%	307	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	63%	65%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	68% (YES)			115	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					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	84%	86%	57%	309	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	67%	74%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	70% (YES)			128	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					578	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested