

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BENJAMIN FRANKLIN ELEMENTARY SCHOOL

District Name: Dade

Principal: Mary Ann Alonso

SAC Chair: Wayne Kirkland

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending Board Approval

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mary Ann Alonso	Educational Leadership , Elementary 1-6 and Primary Education K-3- State of Florida	6	16	'12 '11 '10 '09 '08 School Grades B B D B C High Standards-Rdg 36 58 55 56 59 High Standards-Math 47 66 59 65 62 Lrng Gains –Reading 72 58 56 62 64 Lrng Gains-Math 67 69 51 55 57 Gains-R-25 84 45 55 57 62 Gains-M-25 76 73 53 75 69 AMO N
Assis Principal	Adrian Rogers	Educational Leadership, Elementary Education 1-6- State of Florida	6	6	'12 '11 '10 '09 '08 School Grades B B D B C High Standards-Rdg 36 58 55 56 59 High Standards-Math 47 66 59 65 62 Lrng Gains –Reading 72 58 56 62 64 Lrng Gains-Math 67 69 51 55 57 Gains-R-25 84 45 55 57 62 Gains-M-25 76 73 53 75 69 AMO N

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sandra Lezama	Professional Certification in Elementary Education, Reading, and ESOL	4	8	'12 '11 '10 '09 '08 School Grades B B D B C High Standards-Rdg 36 58 55 56 59 High Standards-Math 47 66 59 65 62 Lrng Gains –Reading 72 58 56 62 64 Lrng Gains-Math 67 69 51 55 57 Gains-R-25 84 45 55 57 62 Gains-M-25 76 73 53 75 69 AMO N

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (M.I.N.T) program	Assistant Principal	On-going	
2	2. Regular meeting of new teachers with the Principal	Principal	On-going	
3	3. Attend on-going Professional Development	Principal and Coaches	On-going	
4	4. Students from the local universities conduct their student teaching at our school thereby providing an opportunity for recruitment once they have completed all the requirements.	Principal and Assitant Principal	On-going	
5				

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 out of field 0 not highly effective 0 who received less than an effective rating	Attending preparatory sessions with the intent of successfully taking the Florida Teacher Certification Exam (FTCE). Standards and skills immersed into the instructional curriculum support and are consistent with FTCE contents. Hence, professional experience is preparing the teacher for potentially favorable test results.

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
40	7.5%(3)	17.5%(7)	45.0%(18)	30.0%(12)	55.0%(22)	65.0%(26)	7.5%(3)	0.0%(0)	60.0%(24)

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
Sandra Lezama	Dionne Fredrick	Ms. Lezama has been a Reading coach for 7 years and has extensive knowledge regarding reading instruction within the primary grades. She has provided numerous professional development activities in Reading for teachers in our school district.	The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.
Grace Byrd	Michelle Perry	Ms. Byrd has been an ESOL teacher for 21 years and has extensive knowledge regarding reading instruction using ESOL strategies for all grades. She is currently the Grade Level Chair for Special Areas.	The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.
Sandra Lezama	Maryan Thorpe	Ms. Lezama has been a Reading coach for 7 years and has extensive knowledge regarding reading instruction within the primary grades. She has provided numerous professional development activities in Reading for teachers in our school district.	The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

n/a

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and

classification of a student as homeless.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Benjamin Franklin K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
 - Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's.

Housing Programs

N/A

Head Start

A Head Start program is located at Benjamin Franklin K-8 Center. Joint activities, including professional development and transition processes are included. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our school's MTSS/RtI Leadership team will be comprised of the Principal, Reading Coach, Guidance Counselor, School Psychologist, District assigned Social Worker, and an ESE teacher.

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

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

The Leadership Team will:

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

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

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

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

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

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

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

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

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

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

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving.

MTSS Implementation

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

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources

- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments
- Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

The district professional development and support will include:

3. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
4. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, Mary Ann Alonso, reading coach, Sandra Lezama, mentor reading teachers, Johanna Lorenzo and Ingrid Louis, content area teachers, Milly Pierre and Beverly Clinch and other principal appointees will serve on this team which will meet at least once a month. The principal selected team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.

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

A primary function of the school-based LLT is to establish literacy as the school's instructional focus. Identified members of the LLT coordinate and monitor the school's program implementation; coach teachers in order to strengthen instructional strategies; train staff in Reading, Writing, Mathematics and Science assessment administration and use the Teach Me Writing curriculum to build proficiency in effective writing. This Team, which meets quarterly, also develops measurable goals and benchmarks that coincide with the Next Generation Sunshine State Standards. Professional development is also recommended by the LLT.

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

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.

- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.

- Maintain an effective system for using instructional support personnel and establish a support system for improvement.

- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.

- Provide instructional support and assistance to teachers as needed.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

*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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 19% of students achieved proficiency (Level 3). Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 9 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (52)	28% (77)

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 assessment, for grade 3 was Reading Application, Grade 4, Literary Analysis Fiction/Non-Fiction, Grade 5 Reading Application and Informational text and Grade 6 Vocabulary.	Grade 3: Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information. Using the current reading basal, strategies will be integrated to include text features benchmarks during instruction. Grade 4: Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Grade 5: Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	Administration and Reading coaches	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: Tri-weekly assessments Summative: 2013 FCAT 2.0 Assessment

	<p>Provide practice in making inferences and drawing conclusions within and across texts. Provide strategies that will assist students with identifying a correct summary statement. Provide strategies that will assist students with being able to understand that the Main idea may be stated or implied and also be able to identify causal relationships imbedded in text. Provide practice with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p>		
--	---	--	--

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	
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
1	The student taking this assessment has recently been placed in an exceptionalty. Allowing the student time to understand the placement and the level of academic achievement is presenting a challenge for the student.	Both the Special Education and the General Education teacher will use remedial strategies that build skills and accelerate academic growth, in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension	Administration and the Special Education Teacher	On-going progress Monitoring and IEP goals	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>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The results of the 2012 FCAT 2.0 Reading Assessment indicate that 15% of students achieved proficiency (Level 4-5).</p> <p>Our goal for the 2012-2013 school year is to increase the Level 4 and 5 student proficiency by 4 percentage point to 19%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

15% (41)

19% (52)

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 assessment, was informational text and text features.	Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: <ul style="list-style-type: none"> •reciprocal teaching; •opinion proofs; •question-and-answer relationships; •note-taking skills; •summarization skills; •questioning the author; and encouraging students to read from a wide variety of texts.	Administration and Reading coaches.	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: Tri-weekly assessments Summative: 2013 FCAT 2.0 Assessment

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

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

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 72% percent of students made learning gains. Our goal for the 2013-2013 school year is to increase the percentage of student making learning gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (145)	77%(155)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional support in building reading stamina required to take lengthy assessments	Use of Quick Reads to increase fluency and timed readings.	MTSS/RtI Team	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	On Going Progress Monitoring using FAIR Toolkit. Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 84%of students in the lowest 25 percent made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25 percent achieving learning gains by 5 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(44)	89% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students entering new grades are reading below grade level and require a greater knowledge of Vocabulary.	Students will be remediated by participating school intervention using a research-based intervention program as Successmaker for 15 minutes daily, Voyager for 30 minutes daily and the FCRR Student Center Activities daily for 30 minutes.	Administration, Reading Coaches MTSS/RTI.	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: Tri-weekly assessments Summative: 2013 FCAT 2.0 Assessment
2	Students require greater vocabulary skills to decode and understand word meaning.	Utilizing reading strategies, students determine meanings of words by using context clues. This instruction will allow students to build their general knowledge of words, word relationships and identifying the multiple meaning of words.	Administration and Reading coaches.	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: Tri-weekly assessments Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal is to decrease by 50% the non-proficient students from baseline of 2011 to the administration of the 2017 FCAT 2.0 Reading Assessment.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 34% of Black students achieved proficiency. Our goal for the 2012-2013 school year is to increase Black student proficiency by 13 percentage points to 47%. Additionally, --% of the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage
---	---

	points to --%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 34%(80) Hispanic: 52%(19)	Black: 47% (110) Hispanic: 62%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Highly populated second language learners with minimum exposure to vocabulary and literature. The area of deficiency as noted on the 2012 administration of the FCAT Reading was Reporting Category 1: Vocabulary.	Provide students with a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings	Administration, Reading Coaches, MTSS/RtI	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities	Formative: Tri-weekly assessments Summative: 2013 FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT Reading Test indicate that 48% of the ELL students received level 3 or higher proficiency. Our goal for the 2011-2012 school year is to increase in the level of proficiency by percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (38)	53% (42)

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 2011 administration of the FCAT Reading was Reporting Category 1: Vocabulary.	Provide students with a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word	Administration, Reading Coaches.	Administrative walkthroughs, implementation and examination of student work through a variety of assessment.	Formative: Tri-weekly assessments Summative: 2012 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 37% of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase Students with Disabilities proficiency by 30 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (2)	39% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading was Vocabulary.	Provide students with a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings	Administration, Reading Coaches MTSS/RtI.	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: Tri-weekly assessments Summative: 2013 FCAT 2.0 Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicated that 37% of students in the Economically Disadvantage subgroup achieved proficiency. Our goal for the 2012-2013 is to increase the number of Economically Disadvantaged students achieving proficiency by 10 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (97)	47% (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
	Students have minimum exposure to vocabulary and literature.	Students learn to identify and interpret elements of story structure within a text. Students will also	Administration, Reading Coaches MTSS/RtI.	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers	Formative: Tri-weekly assessments Summative: 2013

1		<p>understand character development, character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?"</p> <p>Increase the use of poetry to practice identifying descriptive language that defines moods and provides imagery.</p>		<p>and coaches to identify strengths and weaknesses for remediation and enrichment activities.</p>	<p>FCAT 2.0 Assessment</p>
---	--	--	--	--	----------------------------

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 implementing next generation standards and Common Core Standards	3-7	Reading Coach	Grade level	9/12/2012 10/10/12 11/14/12 12/12/12 01/09/13 02/13/13 03/13/13 04/10/13	Lesson Planning and implementation evidence by formal and informal observations	Administration/Reading Coach/LLT
Professional Learning Communities	3-7	Reading Coach	PLC	Wednesdays during early release	Teacher feedback after implementation of focus strategy and student work	Administration/Reading Coach/LLT
Success Maker as a Tire Two Intervention Training	3-7	Reading Coach	Interventionist/3-5 Teachers	August 29, 2012	Teacher Observation Student Work Folders Data Chats Biweekly Formative Assessments	Administration/Reading Coach/LLT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Improve Literacy	Provide students with reading books for their home library	SAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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 Listening/Speaking assessment indicate that 32% of students achieved proficiency. Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 34%			
2012 Current Percent of Students Proficient in listening/speaking:					
32% (48)					
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 CELLA Speaking Assessment, was retelling. The students had difficulty in understanding text when asked to retell what they read.	The students will use grade level text and retell what they have read, by organizing information and providing a summary.	LLT/Administration	Student Work Folders Teacher Made Assessments. The LLT and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessment 2013 CELLA Listening/Speaking Assessment
2	The area of deficiency, as noted on the 2012 administration of the CELLA Listening Assessment, was paraphrasing. The students had difficulty in understanding text when asked paraphrase	The students will use brief passages from grade level appropriate text and paraphrase what they have read, accounting for the vocabulary words and concepts that are important in the text.	LLT/Administration	Student Work Folders Teacher Made Assessments. The LLT and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessment 2013 CELLA Listening/Speaking Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
The results of the 2012 CELLA Reading assessment					

2. Students scoring proficient in reading.		indicate that 25% of students achieved proficiency.			
CELLA Goal #2:		Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 27%.			
2012 Current Percent of Students Proficient in reading:					
25%(37)					
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 CELLA Reading Assessment was comprehending text on grade level. The students had difficulty in understanding text when asked to read, grade level text independently.	The students will use the Reciprocal Teaching steps (predicting, questioning, clarifying and summarizing) to comprehend grade level text.	LLT/Administration	Student Work Folders Bi-Weekly Formative, Reading Benchmark Assessment and Teacher Made Assessments. The LLT and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	Formative Assessments MDCPS Interim FAIR Bi-Weekly Assessments Summative Assessments 2013 CELLA Reading Assessment

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		The results of the 2012 CELLA Writing assessment indicate that 11% of students achieved proficiency.			
CELLA Goal #3:		Our goal for 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 13%.			
2012 Current Percent of Students Proficient in writing:					
18% (27)					
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 CELLA Writing Assessment was the writing process The students had difficulty in understanding the necessary steps to respond to a writing prompt.	The students will write in the following steps: planning, drafting, revising, editing, and publishing according to their individual writing level; additionally, they will share and respond to other pieces of writing.	LLT/Administration	Student Writing Journals Teacher Made Assessments. The LLT and ESOL teacher teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats.	Formative Assessments Monthly Writing Prompt Summative Assessments 2013 CELLA Writing Assessment

CELLA Budget:

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

End of 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 Mathematics Test indicate that 34% percent of students in grades 3-5 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of Level 3 students by 4 percentage points to 38% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (93)	38% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students in grade 3 is fractions, grade 4 is Geometry and Measurement, Grade 5 Base ten & fractions, and Expression, Equations.	Grade 3 teachers will provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by using manipulatives and hands on activities. Grade 4: Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5: Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area. Develop an understanding of and fluency with division of whole	Administration	The administration of Bi-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies. Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: Bi-weekly assessments Summative: 2013 FCAT 2.0 Assessment

	numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.		
--	---	--	--

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student taking this assessment has recently been placed in an exceptionality. Allowing the student time to understand the placement and the level of academic achievement is presenting a challenge for the student.	Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administration/SPED Teacher	On going progress monitoring	2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 11% percent of students in grades 3-5 achieved a Level 4 or 5. Our goal for the 2012-2013 school year is to increase the number of Level 4-5 students by 2 percentage points to 13% percent.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (30)	13% (36)

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	According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Geometry and Measurement.	Provide grade-level appropriate activities that promote the development of measurement concepts and skills through problem solving strategies. Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Administration	The administration of Bi-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies. Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities	Formative: Bi-weekly assessments Summative: 2013 FCAT 2.0 Assessment

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

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

Mathematics Goal #2b:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 67% percent of students in grades 3-5 made learning gains in Mathematics.
--	---

Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase the number of students making learning gains in Mathematics by 5 percentage points to 72% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(137)	72% (147)

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	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category – Number: Operations and problems.	Students will be provided with small group instruction regulated by schedules and implemented tiered instruction to meet student's needs.	Administration	Conduct grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher feedback on the effectiveness of strategy. Review student work samples and data chat protocol forms in their MTSS/RtI folders every nine weeks. Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative: • Department meeting minutes • Student MTSS/RtI folders and work samples • Edusoft Triweekly Assessment Reports • MDCPS District Assessment Reports Summative: Results from the 2013 FCAT 2.0 Mathematics
2	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations, Problems, and Statistics.	Provide more opportunities for students to increase their computational fluency through the utilization of manipulatives and non-standard items as a means of engagement during whole group instruction.	Administration	Review student work samples and protocol forms in their MTSS/RtI folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress.	Formative: • Department meeting minutes • Student MTSS/RtI folders and work samples • Edusoft Triweekly Assessment Reports • MDCPS District Assessment Reports Summative: Results from the 2013 FCAT 2.0 Mathematics

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 76% percent of students in the lowest 25% made learning gains in Mathematics. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making learning gains in Mathematics by 5 percentage points to 81% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (43)	81% (46)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Operations and Problems	Students will participate in tutorials that will be provided during the school day utilizing the SuccessMaker software for Tier II Intervention for 15 min daily. Push-in and pull-out tutorials will be based on student's needs.	Administration	Review student work samples and protocol forms in their MTSS/RtI folders and conduct grade level meetings to discuss strategies, make adjustments in instruction if necessary, and analyze student progress	Formative: Department meeting minutes Student MTSS/RtI folders and work sample Edusoft Triweekly Assessment Reports MDCPS District Assessment Reports Summative: Results from the 2013 FCAT 2.0 Mathematics

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal is to decrease by 50% the non-proficient students from baseline of 2011 to the administration of the 2017 FCAT 2.0 Mathematics Assessment.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	49	53	58	63	67	
--	----	----	----	----	----	--

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 45% percent of the Black student subgroup did not make satisfactory progress in Mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase Black student proficiency by 6 percentage points to 51% .percent.</p> <p>The results of the 2012 FCAT Mathematics Test indicate that 62% percent of the Hispanic student subgroup did not make satisfactory progress in Mathematics.</p> <p>Our goal for the 2013 school year is to increase Hispanic student proficiency by 10 percentage points to 72% percent.</p> <p>Our goal is to increase student proficiency by percentage points to percent.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>45% (105) Black 62% (23) Hispanic</p>	<p>51% (119) 72% (27)</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>White: Black: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for grade 3 Black students was in Reporting Category -- Fractions</p> <p>Hispanic: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for grade 3 Hispanic students was in Reporting Category -- Fraction</p> <p>Asian: American Indian:</p>	<p>Increase the usage of the "Learning Wrap-Ups" series in order to provide students with the opportunity to develop quick recall of addition, subtraction, multiplication and division facts.</p> <p>Increase the use of Mathematics journals in order to expose students to complex real-world problems, assist them in developing a problem solving strategy, and increase student vocabulary.</p>	Administration	<p>Journals will be reviewed using a school-wide rubric in order to determine if the student is consistently developing their vocabulary, problem solving strategies, and to determine student progress and understanding.</p> <p>Triweekly assessments will be conducted and the Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.</p>	<p>Formative Assessments</p> <p>Math Journals</p> <p>Tri-Weekly Assessments</p> <p>MDCPS Interim</p> <p>Summative Assessments</p> <p>2013 FCAT 2.0 Mathematics Exam Results</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 43% of ELL students achieved proficiency.</p> <p>Our goal is to 5 percentage points to 48%.</p>
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (36)	48% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions	Develop a pull out intervention schedule in order for student to utilize the Go Math ESOL Activity guide program on a weekly basis so that they can build their conceptual knowledge, vocabulary, and computational fluency.	MTSS/RTI Administration	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative Assessments Tri-Weekly Assessments MDCPS Interim Student Work Samples FL Go Math ESOL Guide Activities Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 24% percent of the Students with Disabilities student subgroup did not make satisfactory progress in Mathematics. Our goal for the 2013 school year is to increase the Economically Disadvantaged student proficiency by 12 percentage points to 36% percent.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (5)	36% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: According to the 2012 FCAT 2.0 Mathematics Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions	Increase the frequency in which students are engaged in activities that use the Mega Math Online Intervention program as a means to create additional models, explore arduous math concepts, provide extra practice, and to progress monitor student performance	Administration	Student Mega Math reports will be monitored for improvements or declines so that groups can be adjusted. Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative Assessments Tri-Weekly Assessments MDCPS Interim Mega Math Summative Assessments 2013 FCAT 2.0 Mathematics

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that percent of the Economically Disadvantaged student subgroup did not make satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the Economically Disadvantaged student proficiency by percentage points to percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (141)	67% (150)

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				

End of Elementary School Mathematics Goals

Middle 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 Test indicate that percent of students in grade 6 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of Level 3 students by 4 percentage points to percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
1	According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Geometry and Measurement.	Provide grade-level appropriate activities that promote the development of measurement concepts and skills through problem solving strategies. Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter,	Administration	The administration of Tri-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies.	Formative: Tri-weekly assessments Summative: Results from the 2013 FCAT 2.0 Mathematics

	area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.		
--	---	--	--

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that --%of students achieved proficiency (Level 4-5). Our goal for the 2012-2013 school year is to increase the Level 4 and 5 student proficiency by -- percentage point to --%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based	Administration	The administration of Tri-weekly benchmark tests to measure the strands that are being taught. The use of the District Interim Assessment will be shared with all the teachers. The results will be used to make informed decisions about the effectiveness of instructional strategies.	Formative: Tri-weekly assessments Summative: Results from the 2013 FCAT 2.0 Mathematics

1	<p>problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content.</p> <p>Provide students with opportunities to complete more rigorous mathematical problems.</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>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<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 Mathematics Test indicate that percent of students in grades 6 made learning gains in Mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students making learning gains in Mathematics by percentage points to percent.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
	According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in	Students will be provided with small group instruction regulated by schedules and implemented tiered	Administration	Conduct grade level discussions that desegregate and analyze the Biweekly Assessment data to attain teacher	Formative: <ul style="list-style-type: none"> • Department meeting minutes • Student

1	Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics	instruction to meet student's needs.	feedback on the effectiveness of strategy. Review student work samples and data chat protocol forms in their MTSS/RtI folders every nine weeks.	MTSS/RtI folders and work samples • Edusoft Biweekly Assessment Reports • MDCPS District Assessment Reports Summative: Results from the 2013 FCAT 2.0 Mathematics
---	--	--------------------------------------	--	--

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 76% percent of students in the lowest 25% made learning gains in Mathematics. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making learning gains in Mathematics by 5 percentage points to 81% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (43)	81% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the 2012 FCAT 2.0 Mathematics Assessment results, the greatest area of difficulty for the students was in Reporting Category – Fractions, Ratios,	Students will be provided with small group instruction regulated by schedules and implemented tiered instruction to meet student's needs.	Administration	Conduct grade level discussions that desegregate and analyze the Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers	Formative: • Department meeting minutes • Student MTSS/RtI folders and work samples

1	Proportional Relationships, and Statistics	Additionally, students will use manipulatives (i.e., Cuisinaire Rods) to introduce basic mathematical concepts, such as addition, subtraction, multiplication, division, fractions, geometry, charts and algebra.	and coaches to identify strengths and weaknesses for remediation and enrichment activities. Triweekly Assessment data to attain teacher feedback on the effectiveness of strategy. Review student work samples and data chat protocol forms in their MTSS/RtI folders every nine weeks.	<ul style="list-style-type: none"> Edusoft Triweekly Assessment Reports MDCPS District Assessment Reports Summative: Results from the 2013 FCAT 2.0 Mathematics
---	--	---	---	---

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%.		Middle School Mathematics Goal # Our goal is to decrease by 50% the non-proficient students from baseline of 2011 to the administration of the 2017 FCAT 2.0 Mathematics Assessment.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	63	67	

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 percent of the Black student subgroup did not make satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase Black student proficiency by percentage points to percent. Our goal is to increase student proficiency by percentage points to percent.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
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
1	White: Black: Hispanic: Asian: American Indian:				

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 percent of the ELL student subgroup did not make satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase ELL student proficiency by percentage points to percent.
---	--

2012 Current Level of Performance:		2013 Expected Level of Performance:		
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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		The results of the 2012 FCAT 2.0 Mathematics Test indicate that 48% percent of the Economically Disadvantaged student subgroup made satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the Economically Disadvantaged student proficiency by 5 percentage points to 53% percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
48% (126)		53% (139)			
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
	According to the 2012 FCAT 2.0 Mathematics	Increase the use of the FL Go Math "Grab & Go"	Administration	Utilizing the FCIM model, assessment will be	Formative Assessments

1	Assessment results, an area of difficulty for the students was in Reporting Category Number: Fractions	manipulative during whole group instruction and in independent learning centers so that students are able to read, write, and represent fractions, equivalent fractions, and fractions greater than one.	analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Tri-Weekly Assessments MDCPS Interim Student Work Summative Assessments 2013 FCAT 2.0 Mathematics Exam Results
---	--	--	--	---

Algebra End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Algebra.				
Algebra Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.				
Algebra Goal #2:				
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
<input type="text"/>		<input type="text"/>			
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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
<input type="text"/>		<input type="text"/>			
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.
Algebra Goal #3D:

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.
Algebra Goal #3E:

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				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Geometry.
Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input style="width: 100%; height: 40px;" type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
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				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigorous Mathematics Instruction PLC	K-7	Grade Level Chair	School-Wide	September 2012 November 2012 January 2013 March 2013	Teachers will develop in-depth lesson plans and have common planning time to discuss tiered activities.	Administration
Response to Intervention & Effective Intervention Strategies in Mathematics	K-7	Grade Level Chair	School-Wide	October 2012 December 2012 February 2013	Teachers will develop small group learning centers for reinforcement or enrichment that utilize the HMH Mega Math Intervention program.	Administration

Mathematics Budget:

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

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

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 23% percent of students in 5th grade achieved proficiency (Level 3). Our goal for the 2013 school year is to increase the Level 3 student proficiency by 4 percentage point to 27% percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23%(18)		27% (22)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Science Assessment results, an area of difficulty for the students was in Reporting Category: Physical Science Students were not consistently engaged in independent inquiry labs that fostered a deeper conceptual understanding.	An independent inquiry lab schedule will be devised where students have the opportunity to work cooperatively in a small group setting in order to practice observing, classifying, analyzing, and developing their ability to think and investigate like a scientist.	Administration	Review a rubric-based lab report will be used to determine knowledge of the scientific process. Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	Formative Assessments: MDCPS District Interim Assessments Science Lab Reports Summative Assessments: 2013 FCAT 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 FCAT 2.0 Science Test indicate that 8% percent of students in 5th grade achieved a Level 4 or a Level 5 Our goal for the 2013 school year is to increase the Level 4-5 student proficiency by 2 percentage points to 10% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

8% (6)	10% (8)				
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	According to the 2012 FCAT 2.0 Science Assessment results, an area of difficulty for the students was in Reporting Category : Physical & Chemical Science	Provide increased opportunities to infuse the use of scientific writing (Descriptive & Sensory-Based Writing/Lab Reports, Conclusion writing, Current Events, etc.) in to the Science curriculum in order to develop conceptual and concrete understanding	Administration	A review of the students writing folder will be conducted utilizing a school-wide rubric that adopts elements from the Florida Writes writing rubric in order to examine conceptual knowledge, vocabulary, and ability to apply the concept knowledge to real-world investigations. Biweekly benchmark assessments will be conducted and analyzed in order to monitor progress and adjust instruction.	Formative Assessments •MDCPS District Interim Assessments •Student Writing Folders •Tri weekly Assessments Summative Assessments •2013 FCAT 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2010-2011 FCAT Science test indicate, 3% of the students received levels 4-5 proficiency. Our goal for the 2011-2012 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (3)	5% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not provided frequent opportunities for enrichment labs and hands on real world activities.	Students will be provided opportunities to engage in experiments using the scientific inquiry and during an enrichment afterschool science club.	ScienceCoach,Aministration	Reports that are generated from EDUSOFT will be utilized to determine the effectiveness of instruction and science labs	Formative: Tri-weekly assessments Summative: 2012 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	

Science Goal #2b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
Evaluation Tool			
No Data Submitted			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing In Science	3-7	Grade Level Chairperson	Science Teachers	October 24, 2012	Teachers will have common planning time to discuss and develop activities. Students will be provided with a Writing folder in order to monitor program implementation and student progress.	Administration
Independent Inquiry	3-7	Grade Level Chairperson	Science Teachers	November 14, 2012	Teachers will have common planning time to discuss and develop activities. Students will be provided with a lab folder in order to monitor program implementation and student progress.	Administration

Science Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Labs	Materials	SAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.</p> <p>Writing Goal #1a:</p>	<p>The results of the 2012 FCAT Writing Test indicate that 86% of the students achieved proficiency (Level3).</p> <p>Our goal for the 2013 school year is to increase the Level 3 and higher student proficiency by 1percentage point to 87% percent.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (61)	87% (62)

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 from the administration of the 2012 FCAT Writing Test was conventions.</p> <p>There was limited exposure to anchor papers that addressed conventions.</p>	<p>Instruct the five stages of Writing: prewriting, drafting, revising, editing and publishing to facilitate interactive writing and develop writing fluency.</p> <p>Provide students the opportunities to practice using grammar conventions, transactional words and writing vocabulary that is related to narrative and expository prompt writing.</p>	Reading Coach/Administration	Utilizing the FCIM model, assessment will be analyzed with the Administration, teachers and coaches to identify strengths and weaknesses for remediation and enrichment activities.	<p>Formative Assessments</p> <p>Rubric</p> <p>Bi-Monthly Writing Prompts</p> <p>Pre/Progress District Writing Prompts</p> <p>Student Samples</p> <p>Summative Assessments</p> <p>2013 FCAT 2.0 Writing 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>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	
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
1	The student taking this assessment has recently been placed in an exceptionality. Allowing the student time to understand the placement and the level of academic achievement is presenting a challenge for the student.	Both the Special Education and the General Education teacher will use remedial strategies that build skills and accelerate academic growth, in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension	Administration and the Special Education Teacher		2013 Florida Alternate 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
FCAT Exemplar Sets	K-4	Reading Coach	PLC	September 12, 2012	Teacher Observations Student Work samples Data Chats	Administration
Narrative Prompts Vivid Vocabulary Great Beginnings Excellent Endings	2-4	Reading Coach	PLC	November 14, 2012	Reading Coach	Administration

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) 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:

<p>1. Students scoring at Achievement Level 3 in Civics.</p> <p>Civics Goal #1:</p>	<p>The results of the 2012 M-DCPS Baseline Assessment indicate that 0% of 7th Grade students achieved proficiency.</p> <p>The goal for the 2013 Spring M-DCPS District Interim assessment is to increase 7th Grade students achieving proficiency 10 percentage points to 10%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>0% (0)</p>	<p>10% (4)</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	Students have not been exposed to the Governmental process, it's function and purpose.	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Administration/Deaprtment Chairperson	Student work	Formative: District Interim Assessments Quaterly Assessments

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p> <p>Civics Goal #2:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2011-2012 school year , will be to increase our current average daily attendance rate to 97.27%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.77% (512)	97.27% (515)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
103	98
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
73	69

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents will not send their children to school without uniforms or supplies.	In collaboration with our Dade Partners, every effort will be made to supply students with uniforms and school supplies	Community Involvement Specialist, counselor	Monthly attendance reports and follow up home visits	COGNOS, CIS Log
2	Many parents are either working multiple jobs or are working night shift positions and bring the students late to school.	Communication with parents via Connect-Ed, parent newsletters and flyers about the importance of arriving on time will be distributed as needed.	Community Involvement Specialist, counselor	Monthly attendance reports and follow up home visits	COGNOS, CIS Log

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-7	Counselor	Parents in grades K-7	December 5, 2012	Reviewing attendance records of identified students	Assistant Principal, 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
Provide students with an incentive to promote daily attendance.	Various activities and incentives	School Advisory Council	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 2 percent.
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
26	23
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	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	Students require conflict resolution skills	Utilize a conflict resolution program for students in grades pre-kindergarten through fifth in order to assist students with behavior modification. Implement a school-wide discipline plan in order to provide early intervention to re-direct inappropriate behavior. Identify and refer students who have habitual discipline problems.	MTSS/RtI	Monitor Positive Behavior Incentive Program The MTSS/RtI will determine the effectiveness of the above strategies.	COGNOS Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conflict Resolution	Grades K-7	Guidance Counselor	Schoolwide	December 4, 2012	Classroom visits	Administration

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement				
Parent Involvement Goal #1:		N/A- Title 1 school, see PIP		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The results of the 2012 FCAT 2.0 Science Assessment indicate that 30% of 5th Grade students achieved proficiency. The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency 3 percentage points to 33%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science is in Physical Science. Teachers lack time to prepare mini-lessons to conduct science projects testing the scientific thinking process.	Provide opportunities for students to experience the scientific method by participating in the school's Science Fair. • Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Administration	Data from school-based assessments and District Interims will be analyzed monthly by administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate	Formative Assessment School- based assessment District Interims Summative Assessment 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
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve Literacy	Provide students with reading books for their home library	SAC	\$1,000.00
Science	Science Labs	Materials	SAC	\$500.00
Attendance	Provide students with an incentive to promote daily attendance.	Various activities and incentives	School Advisory Council	\$1,000.00
				Subtotal: \$2,500.00
				Grand Total: \$2,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/4/2012)

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
Science Materials	\$500.00

Attendance Incentives	\$2,000.00
Reading Books for students to take home	\$1,500.00

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

For the 2012-2013 school year we will continue to focus on parent outreach by providing monthly parent meeting in all languages, and assist the school to create and analyze school climate surveys for parents and students. Additionally, we will provide parents with access to reading, mathematics and science resources in an effort to assistance us with promoting learning at home.

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 BENJAMIN FRANKLIN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	66%	94%	44%	262	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	69%			127	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?	45% (NO)	73% (YES)			118	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					507	
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 BENJAMIN FRANKLIN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	59%	88%	17%	219	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	56%	51%			107	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?	55% (YES)	53% (YES)			108	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					434	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested