

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
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School Name: DANTE B. FASCELL ELEMENTARY SCHOOL

District Name: Dade

Principal: Mr. Allen Breeding

SAC Chair: K. Bogan

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/5/2012

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	Mr. Allen Breeding	BA- Elementary Education (1-6) Master's Reading (K-12) ESOL Endorsement Certification-Educational Leadership (All Levels)	2	8	'12 '11 '10 '09 '08 School Grade - A A A A A AMO - High Standards Rdg.- 78 80 83 84 82 High Standards Math-69 81 84 82 81 Lrng Gains-Rdg.- 87 65 72 77 73 Lrng Gains-Math- 81 63 54 62 70 Gains-Rdg-25%- 92 57 59 74 68 Gains-Math-25%- 70 54 51 51 68
Assis Principal	CHRISTINE CORELLA	MUSIC, ED LEADERSHIP	12	12	'12 '11 '10 '09 '08 School Grade A A A A A AMO High Standards Rdg. 78 92 88 92 86 High Standards Math 69 88 90 94 86 Lrng Gains-Rdg. 87 71 71 82 67 Lrng Gains-Math 81 70 66 80 78 Gains-Rdg-25% 92 66 61 82 67 Gains-Math-25% 70 66 65 89 83

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	KIMBERLY BOGAN	ELEM ED, READING, ESOL, ED LEADERSHIP	16	8	'12 '11 '10 '09 '08 School Grade A A A A A AMO High Standards Rdg. 78 92 88 92 86 Lrng Gains-Rdg. 87 71 71 82 67 Gains-Rdg-25% 92 66 61 82 67

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. Teachers will be afforded the opportunity to participate in professional learning communities.	Administration and PD Liaison	On-going	
2	1. Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching.	Administration, PD Liaison and Current Teachers	On-going	

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	Teacher has completed all of the coursework required to become highly qualified. His status has not been updated in HOUSSE. Teacher has been advised to update this information.

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
41	2.4%(1)	4.9%(2)	43.9%(18)	48.8%(20)	26.8%(11)	82.9%(34)	4.9%(2)	19.5%(8)	80.5%(33)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

At Dante B. Fascell Elementary (DBFE), before and after-school programs or summer school services are provided to ensure students requiring additional remediation are assisted. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Our Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes. The reading Coach identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Systematic patterns of student need are identified, while working with district personnel to identify appropriate, evidence-based intervention strategies. The Reading Coach assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The school involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

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

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL), focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

At DBFE, Title III funds will be used to supplement and enhance our programs for English Language Learner (ELL) students by providing funds to implement tutorial programs. These services will again be provided should funds become available for the 2011-2012 school year.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- 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)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

- 1) DBFE 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 Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

DBFE sponsors an annual career day. During this event, parents and community members of various careers and vocations, are invited to visit the school to speak with students about the prerequisites for success in their chosen fields. The school has established a computer lab to facilitate participation in various technology programs. Teachers have been trained in various technology programs that can be used both in school and at home.

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.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to 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.

The members of the RtI Leadership Team are as follows: Principal, Assistant Principal, Reading Coach, Counselor, Psychologist and Social Worker.

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

The MTSS Leadership Team will meet to determine how we develop and maintain a problem solving system to encourage optimum academic and behavioral performance from students, teachers and staff.

The team will meet once a month to engage in the following activities:

- disaggregate assessment data to make instructional decisions
- analyze progress monitoring data
- Identify continuing professional development needs
- evaluate the fidelity of implementation of core curriculum and interventions

Monitor and implement the problem solving process in response to the needs of subgroups within the expectations for adequate yearly progress.

Administration: As the instructional leaders at DBFE, the principal and assistant principal will provide the model for the use of data-based decision-making, supervise its implementation, provide intervention support and documentation ensuring adequate professional development, and communicate with parents regarding school-based MTSS/RtI plans. Administration will coordinate the submission and analysis of all data in a timely manner. They will monitor the focus calendar progress and provide technological instructional support.

Instructional Coach

The instructional coach will identify student needs by analyzing, disaggregating and reporting various data on a regular basis. Professional development needs will be determined and provided. She will assist with administering student assessments. Instructional coach will attend district sponsored professional development for the purpose of knowledge building, modeling and planning lessons with teachers.

Student Services Personnel: The counselor will act as the committee SST liaison. As such, she will relay information as it relates to the common academic and social needs being established at School Support Team meetings. She will participate in the administration of student assessments. She will provide resources to community agencies to support academic, emotional and behavioral success. The psychologist will report to the team to provide necessary progress monitoring tools and data. The social worker will act at the request of the team members.

This team will include additional personnel as resources to the team, as warranted.

This team will meet with the Literacy Leadership Team and EESAC when necessary, to facilitate all stages of the problem solving process.

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

The MTSS/RtI Leadership Team may consult with the Educational Excellence School Advisory Council (EESAC) and the Leadership Literacy Team, to help monitor, implement and adjust the strategies of the School Improvement Plan (SIP), based on data. The teams will review assessment data to determine goals and select strategies to implement in order to set clear expectations for instruction and behavior.

The SIP defines the problem and reports barriers to solving the problem. Utilizing the data gathered, the MTSS/RtI team will then analyze the problem and develop the intervention plan strategies. The plan will be implemented and monitored monthly. All stakeholders will participate in this monitoring and implementation stage. The results will be evaluated by the data and discussed by the MTSS/RtI Leadership Team with the EESAC. It will then be determined whether the problem solving process worked or needs to be revised.

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.

Data will be compared using the Edusoft program or a school developed template. Tier data will be summarized for reading, mathematics, science, writing and behavior.

Academic data to be analyzed may include:

Baseline data: Florida Assessments of Instruction in Reading (FAIR), Florida Comprehensive Assessment Test 2.0 (FCAT)

Progress Monitoring: FAIR, Benchmark testing, Interim Assessments, Voyager, SuccessMaker, monthly writing prompts and student grades

End of year: FAIR, FCAT 2.0, Interim Assessment Data

Frequency of Data Days: The MTSS/RtI Leadership Team will meet once a month for data analysis

Behavioral data to be analyzed may include:

Student Case Management System

Referrals

Climate Surveys

Attendance reports

Requests for assistance

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team is comprised of the following people:

Principal: Mr. Allen Breeding,

Assistant Principal: Christine Corella,

Reading Coach and

Grade Level/Department Chairs: D. Gamundi, L. Fernandez, T. Fonseca, C. Mancebo, S.Naess, J. Gasteli, R. Rabionet

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

The Literacy Leadership Team will meet to determine how we develop and maintain a problem solving system to encourage optimum performance in the area of literacy, from students, teachers and staff.

The team will meet once a month to improve literacy instruction across the curriculum by engaging in the following activities:

- disaggregate assessment data to make instructional decisions
- analyze progress monitoring data
- Identify continuing professional development needs
- evaluate literacy application to core curriculum
- * monitor implementation of the CRRP

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

The major initiatives of the LLT will include monitoring the progress of ELL and SPED students in grades 3-5. They will also closely monitor the progress of the students in the lowest 25% of the grade level.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/3/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Pre-K teacher conducts a parent orientation for parents of students transitioning into the Kindergarten program. Students are also taken to the Kindergarten classes at the end of their Preschool year to help with transition to Kindergarten. This way they are familiar with the classes, as well as, the teachers. Areas that are assessed are Print Knowledge, Phonological Awareness, Oral Language Vocabulary and Mathematics. These areas are assessed three times a year using the VPK Assessment that correlates with our curriculum. The teacher also does her own individual assessment which helps in guiding instruction. It is done four times a year. The teacher uses observation and anecdotes to assist her in planning instruction and to help her determine when interventions are necessary with a student's academic development, as well as, with his her social/emotional development. Although no instrument is currently being used in the Pre-K program for social/emotional development, the teacher is familiar with the DECA and uses its information to assess social/emotional issues and provide specific lessons to help student with their Social/Emotional needs. Teacher provides Social Skills instruction and Conscious Discipline lessons to the students which is evident in her lesson plans on an ongoing basis. Connect Ed messages and the school's marquee is used to advertise upcoming Pre-K parent workshops to the community at large. Local day care centers will be visited to encourage the school to community partnership.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test, indicate that 31% of students achieved proficiency (Level 3). Our goal is to increase to 32%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(81)	32%(84)

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 lowest performing strand on the 2012 FCAT 2.0 Reading Test for Third grade was Category 2, Reading Application. The lowest performing strands in Fourth grade were Literary Analysis and Informational Text.</p> <p>Students have difficulty determining the main idea of a text; recounting the key details and explaining how they support the main idea in writing. They also struggle with identifying author's perspective. They lack sufficient knowledge of text structure.</p>	<p>Utilize grade level text to identify author's purpose and perspective for writing, including expository, narrative and persuasive texts.</p> <p>Utilize graphic organizers to assist students in identifying main idea, key details and support.</p> <p>Familiarize students with how to be able to write about the use of text structures such as cause/effect, compare/contrast and chronological order.</p> <p>Provide practice in identifying topics and themes within texts.</p>	Literacy Leadership Team	Review Rigorous Lesson Planners and monitor Benchmark Progress Charts	<p>Formative This goal will be evaluated using Interim Assessments.</p> <p>Summative This goal will be evaluated using the 2013 FCAT 2.0 Reading Test.</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading Test indicates that 3 students achieved a performance level of 4-6.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have lack of exposure to test taking skills.	Utilize Unique Learning System to prepare the students in Test-taking skills. Provide visual choices as presented in the Florida Alternate Assessment (FAA).	Administration, Teacher	Review and monitor monthly Unit checkpoint.	Formative: This goal will be monitored by utilizing technology program reports found in the Unique Learning System Unit Checkpoints Assessment Tools. Summative This goal will be evaluated by the 2013 FAA Reading Test.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 44% of students achieved proficiency (Levels 4 and 5). Our goal is to maintain proficiency at 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(114)	44%(115)

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 had difficulty identifying and explaining the use of descriptive idiomatic and figurative language to describe people, feelings and objects The lack of human resources to provide enrichment will require an increased use of technological resources. One of the lowest performing strands for fourth grade, were Category 3, Literary Analysis and Category 4, Informational Text.	Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Develop a utilization plan for the Reading Plus and SuccessMaker Technology Programs in the classroom and in computer labs. Provide practice in identifying character development, character point of view and problem/solution during differentiated instruction.	Administration, Reading Coach	Review and monitor biweekly Program Progress Reports and review computer lab sign-in sheets.	This goal will be evaluated using Technology program reports and Interim Assessments. Summative This goal will be evaluated using the 2013 FCAT 2.0 Reading Test.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	
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reading. Reading Goal #2b:	The results of the 2012 FAA indicate that 1 student scored at a Level 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have demonstrated limited vocabulary and a delayed capacity for retention of taught curriculum material.	Introduce vocabulary to students with pictures and print. Pictures should be faded for long term comprehension and retention. Students must have continuous review/practice when learning reading concepts.	Administration	Review and monitor monthly Unit checkpoint.	Formative: This goal will be monitored by utilizing technology program reports found in the Unique Learning System Unit Checkpoints Assessment Tools. Summative This goal will be evaluated by the 2013 FAA Reading Test.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 87% of students achieved learning gains. Our goal is to increase to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(138)	92%(146)

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	Not enough students were able to be tutored before and after school.	Implement and increase the number of students in push in and pull out tutorial programs in addition to before and after school tutoring in grades 3-5. Implement SES Tutoring for students with FCAT Levels 1 and 2.	Literacy Leadership Team	Review and Monitor Edusoft reports.	Formative This goal will be evaluated using Custom Group Interim Reports. Summative This goal will be evaluated using the 2013 FCAT 2.0 Reading Test.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty in reading application. They lack sufficient knowledge of story structure.	Utilize Unique Learning System to become familiar with text structures such as cause/effect, compare/contrast and chronological order.	Administration	Review and monitor monthly Unit checkpoint.	Formative This goal will be monitored by utilizing technology program reports found in the Unique Learning System Unit Checkpoints Assessment Tools. Summative This goal will be evaluated by the 2013 FAA Reading Test.

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

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 Test indicate that 92% of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 95% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
92%(36)	95%(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	Students in the 5th grade were reported as having made the least gains. Students have difficulty comparing and contrasting elements, topics, settings, characters, problems in single or multiple texts, within and across texts.	Utilize SuccessMaker and Reading Plus Technology Program in fifth grade. Provide before school tutorial with a placement priority for non ELL students in the lowest 25%. Provide students access to SES tutoring.	Literacy Leadership Team	Review Weekly SuccessMaker reports and monitor custom group reports in Edusoft	Formative This goal will be evaluated using Interim Assessments and SuccessMaker reports. Summative This goal will be

Non ESL students had limited access to tutorials.	Provide practice in making inferences and drawing conclusions within and across texts. Teach students to identify causal relationships imbedded in text. Review story structure.		evaluated using the 2013 FCAT 2.0 Reading Test.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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:				
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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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 reading. Reading Goal #5E:	
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				

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
Reading Application Strategies	3-5 Reading	Reading Coach	3rd -5th grade Reading Teachers	Monthly beginning in January 22, 2013	Classroom visits and student work samples	Teachers, Reading Coach and Administration
Common Core Standards	2-3 Reading	District Facilitators	2-3 grade Reading Teachers	November 6, 2012	Monitor Teacher's Professional Development Log	Teachers, Reading Coach and Administration
Literary Analysis Strategies	3-5 Reading	Reading Coach	3rd-5th grade Reading Teachers	Monthly beginning in January 22, 2013	Classroom visits and student work samples	Teachers, Reading Coach and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Utilize hourly personnel to implement and monitor tutorial groups for targeted students in the lowest 25th percentile and ELL subgroups.	Hourly Funds	Title I	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$20,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2012 CELLA Test indicate that 41% of students achieved proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
41%(93)	

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	ELL students who rely on their Home Language for communication, require an environment where they are allowed to do so freely and separate from students who have acquired command of the English language. Absence of a comprehensive Resource program due to class-size and budgetary constraints, inhibited the provision of such environment.	Institute a comprehensive Resource program where ELL students will receive differentiated instruction tailored to their specific proficiency level and utilize modeling, teacher led groups, and use of simple direct language. Such program will prioritize students in upper grades where concepts are more complex and abstract.	Administration, ESOL Coordinator.	Review appropriate progress as directed in district pacing guides in results of FAIR administrations, specifically subtests containing oral response and vocabulary identification. In addition, review ongoing class grades.	Formative: Ongoing classroom assessment and observation, FAIR subtests containing oral response and vocabulary identification. Summative: This goal will be evaluated by the 2013 CELLA Listening/Speaking Subtest.

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA Test indicate that 34% of students achieved proficiency in Reading.

2012 Current Percent of Students Proficient in reading:

34%(76)

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	ELL students lack the academic English proficiency to navigate through complex concepts and abstractions such as identifying details, drawing conclusions, making inferences and idiomatic elements.	Using a Resource model of instruction delivery, provide practice in making inferences and drawing conclusions within and across texts, allowing the use of their native language when appropriate, as well as effective ESOL strategies such as Think-Alouds, graphic organizers, task cards, and story maps. Students should be able to identify a correct summary statement. Provide practice in identifying topics and themes across texts using prediction, retelling and technology.	MTSS/RtI Committee, Administration.	Monitor and Review benchmark exams and class grades.	Formative: This goal will be evaluated using benchmark assessment reports and Interim assessments. Summative: This goal will be evaluated by the 2013 CELLA Reading Subtest.

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

3. Students scoring proficient in writing. CELLA Goal #3:		The results of the 2012 CELLA indicate that 35% of students achieved proficiency in Writing.			
2012 Current Percent of Students Proficient in writing:					
35%(79)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the academic English proficiency to develop the skills necessary in order to revise and refine a draft for clarity and effectiveness.	Using the Six-Traits method within a Resource model of instruction delivery, provide opportunities for the students to revise and refine the draft for clarity and effectiveness through writing prompts. Mini-lessons focusing on difficult grammatical and spelling patterns as well as idiomatic elements will provide specificity of instruction depending on the English and/or writing proficiency level.	MTSS/Rtl Committee, Administration.	Monitor monthly writing prompt scores and class grades.	Formative: This goal will be evaluated with ongoing prompts and pre/post tests, Summative: This goal will be evaluated with the 2013 CELLA Writing subtest.

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 28 % of students achieved proficiency (Level 3). Our goal is to increase to 36% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(72)	36%(94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT Mathematics Test indicate the lowest performing content category for Fourth grade was Geometry and Measurement and in Third grade, Fractions. Results indicate 3rd grade decreased in the number of students scoring a Level 3 or above by 16% from 2011.	Provide instructional support needed for students to develop quick recall of customary and metric units of measurement as well as recognition of different geometrical shapes and application of corresponding formulas. Students will develop an understanding of and fluency with addition and subtraction of fractions and decimals and factors and multiples within the context of fractions. Targeted Third grade students will participate in daily SuccessMaker Math sessions.	MTSS/RTI Leadership Team	Teachers will monitor class grades and incorporate differentiated instruction as necessary. Administrators will conduct classroom walkthroughs.	Formative This goal will be evaluated using daily class work, SuccessMaker Reports and Interims. Summative This goal will be evaluated using the 2013 FCAT 2.0 Mathematics Test.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2012 FAA Mathematics Test indicates that 3 students achieved a performance level of 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students have limited knowledge of patterns, relations and functions to represent and analyze problem situations.	Provide instructional support needed for students to use objects, pictures and words to represent a problem situation.	Administration	Teacher will monitor class grades and incorporate differentiated instruction as necessary. Administrators will conduct classroom walkthroughs.	Formative This goal will be evaluated using daily class work. Summative This goal will be evaluated using the 2013 FAA Mathematics Test.

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

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 38% of students achieved proficiency (Levels 4 and 5). Our goal is to increase to 42% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(99)	42%(110)

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	Resources for enrichment tutoring have been significantly decreased. Students scoring at or above Levels 4 and 5 did not receive tutoring.	1.1. Provide opportunities for selected students scoring at Levels 4 and 5 to receive tutoring through Title III.	Administration	Monitor tutoring rosters.	Formative This goal will be evaluated using the Interims. Summative This goal will be evaluated using the 2013 FCAT 2.0 Mathematics Test.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Results of the 2011-2012 FAA indicate 1 student scored at or above Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students were provided limited practice using manipulatives and selecting visual choices as presented in the FAA.	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	Review Lesson plans and classroom observations.	Formative This goal will be evaluated using daily class work. Summative This goal will be evaluated using the 2013 FAA Mathematics Test.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 82 % of students achieved learning gains. Our goal is to increase to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(131)	87%(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
1	The 2012 FCAT 2.0 Mathematics test results indicate that 69% of the students met high standards. This was a decrease of 19% from the previous year. Students have limited opportunities to analyze real world situations. The content category that decreased the most was Geometry and Measurement in grade 3.	Promote through daily lessons, activities that 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.	Administration	Teachers will monitor student's progress using weekly benchmark tests.	Formative This goal will be evaluated using the interim and benchmark assessments. Summative This goal will be evaluated using the 2013 FCAT 2.0 Mathematics Test.

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities to analyze real world situations.	Provide opportunities for students to use tables, graphs, and symbols to model and solve problem situations.	Administration	Teacher will review and monitor class grades and differentiate instruction.	Formative This goal will be evaluated using Riverdeep. Summative This goal will be evaluated using the 2013 FAA Mathematics Test.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2010-2011 FCAT Mathematics The results of the 2012 FCAT 2.0 Mathematics Test indicate that 70 % of students in the lowest 25% made learning gains. Our goal is to increase the learning gains of the lowest 25% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(28)	75%(30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fourth grade students struggled with Category 3, Geometry and Measurement.	Provide opportunities for students to recall customary and metric units of measure as well as recognize different geometrical shapes and application of corresponding formulas.	RtI Leadership Team	Teachers will review and monitor class grades and custom group data in Edusoft.	Formative This goal will be evaluated using the interim test. Summative This goal will be evaluated using the 2013 FCAT 2.0 Mathematics Test.

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

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

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:				
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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
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 Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Measurement and GO Math	3-5 Math	Math Liaison	3rd-5th grade Math Teachers	November 6, 2012 and Grade level meetings in 2013	Review Lesson plans and work samples	Math Liaison and Administration
Common Core Standards	K-3	Math Liaison	3rd-5th grade Math Teachers	June 2012 and Grade level meetings in 2012-13	Review Lesson plans and work samples	Math Liaison and 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.		The results of the 2012 FCAT 2.0 Science Test indicate that 37% of students achieved proficiency (Level 3). Our goal is to increase by 2 percentage points to 39%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37%(34)		39%(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	<p>The results of the 2012 FCAT 2.0 Science Test indicate that Physical Science was the lowest performing category.</p> <p>Instruction in grades K-4 does not adhere to the depth and rigor of the NGSSS as delineated in the District Pacing Guides.</p> <p>There was a lack of student centered lab activities.</p>	<p>Ensure instruction in grades K-4 adhere to the depth and rigor of the NGSSS as delineated in the District Pacing Guides.</p> <p>Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force and motion.</p> <p>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing</p>	Administration	Participate in the University of Miami's Promoting Science Among English Language Learners program(P-Sell)	<p>Formative</p> <p>This goal will be evaluated using the Interim Assessment and P-Sell Program Evaluations.</p> <p>Summative</p> <p>This goal will be evaluated using the 2013 FCAT 2.0 Science Test.</p>

	of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 FAA Science Test indicates that 0 students achieved a performance level of 4-6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction in science does not adhere to the depth and rigor of the FAA.	Utilize Unique Learning System to ensure instruction in science and adhere to the depth and rigor of the FAA. Provide activities for students to design and develop science projects to increase scientific thinking.	Administration, Teacher	Review and monitor monthly Unit checkpoint.	Formative This goal will be monitored by utilizing program reports found in the Unique Learning System Unit Checkpoints Assessment Tools. Summative This goal will be evaluated using the 2013 FAA Science Test.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 26% of students achieved proficiency (Levels 4 and 5). Our goal is to increase to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(24)	27%(25)

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
	Enrichment activities are limited.	Provide enrichment activities to include the opportunity to compare, contrast, interpret analyze and	Fifth grade Teachers and Administration	Participate in the University of Miami's Promoting Science Among English Language Learners	Formative This goal will be evaluated using the results of the

1		explain earth and science concepts during laboratory activities, projects, and classroom discussions.		program(P-Sell)	school wide Science Fair and Interim Assessments. Summative This goal will be evaluated using the 2013 FCAT 2.0 Science.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The results of the 2012 FAA Science Test indicates that 0 students achieved a performance level of 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students had limited opportunities to participate in hands on labs to review and explore key scientific concepts.	Students need text and pictures for exploration and identification of key scientific concepts. Students need to observe real time activities to determine outcomes.	Administration	Classroom Lab sheets	Formative This goal will be monitored by utilizing program reports found in the Unique Learning System Unit Checkpoints Assessment Tools. Summative This goal will be evaluated using the 2013 FAA Science Test.

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
Science Sunshine State Standards	5	UM P-Sell Staff	5th grade Science teachers	Fall of 2012	3 Classroom observations conducted by P-Sell program staff	P-Sell Staff and 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 86% of students achieved proficiency (Levels 3.0). Our goal is to increase to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(75)	88%(76)

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 mean prompt score on the 2012 FCAT Writing Test was 3.3. This was down from a mean prompt average of 4.1 on the 2011 FCAT Writing Test. The lowest category was in the Writing process. Students lack the necessary skills to edit	Have students use revising/editing charts, anchor papers, teacher conferencing or peer editing by using combination sentence structures to improve sentence fluency, adding supporting details, and revising specific words for general words. The student will edit	Literacy Leadership Team	Teachers will submit student work samples of various stages of the writing process.	Formative This goal will be evaluated using Monthly prompts and pre/post tests. Summative This goal will be evaluated using the 2013 FCAT 2.0 Writing Test.

for the correct use of capitalization , punctuation and verb tense.	and correct the draft for standard language conventions using revising/editing chart and conferencing with teachers for capitalization punctuation, subject/verb and pronoun agreement in simple and compound sentences.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 FAA Writing Test indicates that 4 students achieved a performance level of 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the necessary skills to recognize or compose a complete sentence.	Have students use visual charts by using combination sentence structures to improve recognition and composition of grammatically correct sentences.	Administration	Teacher will submit student work samples of various stages of writing a sentence.	Formative This goal will be monitored by monthly checklist. Summative This goal will be evaluated by the 2013 FAA Writing Test.

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						

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	The average daily attendance rate for the 2011-2012 school year was 96.42% . Our goal is to improve average daily attendance to 96.92%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.42%(551)	96.92%(553)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
137	130
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
94	89

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Parents may not be aware of school's and district's attendance policy.	1.1. Attendance Review Committee will meet quarterly to address truancy- related issues	Administration, School Counselor, School Social Worker, PTA, and	Daily Attendance Bulletin and Truancy reports (of 3 or more absences) will be	This goal will be evaluated using the Quarterly Average

1	1.2 The number of students with excessive absences (10 or more) in the 2011-2012 school year was 137. The number of students with excessive tardies (10 or more) in the 2011-2012 school year was 94.	1.2. Attendance policy will be reviewed at Open House resource FAIR. 1.3. School wide attendance incentives.	teachers	reviewed	Daily Attendance reports, Daily Attendance Bulletins, and File Download Manager.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tuancy Prevention	K-5	School Counselor	School Social Worker, AP, K-5 Teachers	Teacher Planning Day; quarterly reviews of attendance data	Attendance Review Committee will meet quarterly to monitor attendance data	Administration and School Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide school wide attendance incentives.	Resources will be provided to fund grade level attendance incentive activities each grading period.	PTA	\$300.00
			Subtotal: \$300.00
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: \$300.00

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:	For the 2011-2012 school year, one student was suspended. This rate includes indoor and outdoor suspensions. Our goal for the 2012-2013 school year is to maintain or decrease this rate.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Most behavioral infractions were determined to have occurred during lunchtime in the cafeteria.	Implement unscheduled walkthroughs of the cafeteria.	Administration Team and Security	Complete a walkthrough log.	This goal will be evaluated using SCAM Forms

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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 Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	NA Title I School See PIP			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
NA Title I School See PIP	NA Title I School See PIP			
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				

(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 Test indicate that 37% of students achieved proficiency (Level 3). Our goal is to increase by 2 percentage points to 39% as a result of using STEM strategies.			
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
	There was a lack of student centered lab activities.	Engage students in hands-on, real-world STEM applications through projects and activities.	Administration	Science interim tests	Formative This goal will be evaluated using the Interim Assessment and

1		Incorporate critical thinking and problem-solving skills in teaching and learning.			P-Sell Program Evaluations. Summative This goal will be evaluated using the 2013 FCAT 2.0 Science Test.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Sunshine State Standards	5	UM P-Sell Staff	5th grade Science teachers	Fall of 2012	3 Classroom observations conducted by P-Sell program staff	P-Sell Staff and Administration

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Provide school wide attendance incentives.	Resources will be provided to fund grade level attendance incentive activities each grading period.	PTA	\$300.00
				Subtotal: \$300.00
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	Utilize hourly personnel to implement and monitor tutorial groups for targeted students in the lowest 25th percentile and ELL subgroups.	Hourly Funds	Title I	\$20,000.00
				Subtotal: \$20,000.00
				Grand Total: \$20,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/4/2012)

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
EESAC funds will be used to purchase supplemental educational materials for students in grades 3-5.	\$2,756.97

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

The Educational Excellence School Advisory Committee (EESAC) works with the principal to make various school based decisions. One of the major responsibilities of EESAC is to write, monitor and evaluate the implementation of the School Improvement Plan. EESAC members have participated in activities within the region and feeder pattern to share Best Practices that are in place and have been successful in other schools. In addition, they discuss and implement practices that could be modeled to meet the needs of our students and enhance our educational programs and initiatives.

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 DANTE B. FASCELL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	88%	97%	65%	342	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	70%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	66% (YES)			132	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					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DANTE B. FASCELL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	90%	90%	59%	327	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	71%	66%			137	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?	61% (YES)	65% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested