

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: OLYMPIA HEIGHTS ELEMENTARY SCHOOL

District Name: Dade

Principal: Frances C. Nobregas

SAC Chair: Megie Porras

Superintendent: Alberto C. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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	Frances C. Nobregas	BS – Foreign Languages K-12, Florida International University; Master of Science in Elementary Education 1-6 and Primary Education K-3, Florida International University; Educational Leadership and School Principal (all levels) certification, Nova Southeastern University	11	19	'12 '11 '10 '09 '08 School Grade A C A A A High Standards Rdg. 58 76 80 81 79 High Standards Math 61 73 76 79 78 Lrng Gains-Rdg. 69 59 64 66 65 Lrng Gains-Math 65 46 67 63 73 Gains-Rdg-25% 90 59 61 54 70 Gains- Math-25% 77 49 77 58 78
		BS- Special Education K-12,			

Assis Principal	Ariadna Valdes-Hernandez	Florida International University; MS – Varying Exceptionalities, Florida International University; National Board Certified in 2001; ED.S.- Educational Leadership (all levels), Florida International University	5	5	'12 '11 '10 '09 '08 School Grade A C A A A High Standards Rdg. 58 76 80 81 79 High Standards Math 61 73 76 79 78 Lrng Gains-Rdg. 69 59 64 66 65 Lrng Gains-Math 65 46 67 63 73 Gains-Rdg-25% 90 59 61 54 70 Gains- Math-25% 77 49 77 58 78
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INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. SPOT SUCCESS program to recognize teachers for achievement	Principal/Assistant Principal	August 2012- June 2013	
2	2. Teacher Appreciation activities	Principal/Assistant Principal/Reading Coach	August 2012- June 2013	
3	3. Student internships Program	Principal/Assistant Principal	August 2012- June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Opportunities for professional growth to promote in becoming highly effective

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	0.0%(0)	12.2%(5)	43.9%(18)	43.9%(18)	34.1%(14)	68.3%(28)	2.4%(1)	9.8%(4)	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
No data submitted			

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

Olympia Heights Elementary offers services that are provided to ensure students requiring additional remediation are assisted through after-school programs. The District coordinates with Title II and Title III in ensuring staff development needs are provided. 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES; and Supplemental Educational Services.

Title I, Part C- Migrant

Not Applicable at this Time

Title I, Part D

Olympia Heights Elementary School collaborates with the feeder pattern schools in order to support the outreach/drop-out prevention programs.

Title II

The District collaborates with Olympia Heights Elementary School and 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) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Olympia Heights Elementary School utilizes Title III funds to provide tutorial services for self-contained classes of English Language Learners in levels 1 and 2, and resource classrooms that include ELL students of levels 3 and 4. In addition, 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 parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy), cultural supplementary instructional materials, and cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

Title X- Homeless

Olympia Heights Elementary School takes part in "Health Connect in Our Schools" and will provide assistance to any child through the School Nurses and/or Social Worker in order to ensure a successful educational experience by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

Olympia Heights Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Olympia Heights Elementary School partners with D.A.R.E. of Miami-Dade County to provide prevention presentations, safety projects, assemblies, and special events to address school safety and violence.

Nutrition Programs

Olympia Heights Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy and nutrition education, as per state statute, is taught through physical education. The school food service program, school breakfast, school lunch, and after care snacks, follow 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

Olympia Heights Elementary School promotes articulation with the middle school feeder pattern in order for students to have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Olympia Heights Elementary 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. Our goal is to increase parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (open house); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

In addition, Olympia Heights Elementary School conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.

The school will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

In addition, confidential as-needed services will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our 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.

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

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental

Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Improve Grant Fund/School Improvement Grant Initiative

Olympia Heights Elementary School receives funding under the School Improvement Grant Fund/School Improvement Grant initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and project CRISS. Additionally, Title I Improvement Grant/Fund supports funding and assistance to schools in Differentiated Accountability based on need.

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.

Olympia Heights Elementary 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. Our goal is to increase parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (open house); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

In addition, involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our 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.

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

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

- Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s) will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
 - Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
- School reading, math, science, and behavior specialists

- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

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

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

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

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

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

The Leadership Team will:

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

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

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

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

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

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

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

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

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

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

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

The MTSS 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
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who

otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

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

8. Communicating outcomes with stakeholders and celebrating success frequently.

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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

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

- School reading, math, and science Liaisons
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

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

The principal selects team members for the Reading Leadership Team (RLT) 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 reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/11/2012)

*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.

Research suggests that successful transitions from home to school or preschool to kindergarten can contribute to long-term academic success. Successful adjustment to kindergarten will influence the child's perceptions, attitudes, and performance in subsequent school years. The early childhood programs at Olympia Heights Elementary School ensures that students develop socially, physically, intellectually, creatively, and emotionally. The pre-K and kindergarten programs provide learning experiences that meet the needs of all children. Prior to the beginning of the school year, all incoming kindergarten students will be assessed to identify ELL levels and determine classroom placement. In addition, they are given the FLKRS assessment during the school year to identify readiness levels. Furthermore, the school implements and provides parents with informational meetings of pre-kindergarten transition to kindergarten. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Title I Administration assists Olympia Heights Elementary School by providing supplemental funds beyond the State of Florida funded voluntary Pre-Kindergarten program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and Paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiative 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 (HIPPY) Program. HIPPY 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.

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 28% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (71)	32% (81)

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	Minimal improvement which requires the students to analyze main idea, identify author's purpose, cause and effect, and compare and contrast in reading on the 2012 FCAT administration was reporting category 2-Reading Application. Student performance indicated lack of instruction in reading strategies.	Teach reading strategies that help students determine meaning of words by using task cards, story maps, and graphic organizers.	Administrator; LLT	Ongoing classroom walkthroughs and observations; classroom assessments	Formative Assessments: District Interim Assessments, FAIR Summative Assessments: FCAT 2.0 2013 Reading assessment
2	Minimal improvement which requires the students to use simple strategies to determine meaning and increase vocabulary for reading on the 2011 FCAT administration was reporting category 1-Vocabulary	Teach reading strategies that help students determine meaning of words by using context clues; analyzing word structure, words and phrases; antonyms and/or synonyms, multiple meanings, and reading from a variety of texts.	Administrator; Media Specialist RTI Team	Ongoing classroom walkthroughs and observations; classroom assessments	Formative Assessments: District Interim Assessments, FAIR Summative Assessments: FCAT 2012 Reading assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment indicate that 13% of students achieved levels 4, 5, and 6 in Reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2)	18% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require multiple reads of a selection prior to responding to comprehension questions.	Teach reading strategies such as read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	Administrator	Ongoing classroom walkthroughs and observations	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 reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students achieved levels 4 & 5 proficiency. Our goal for the 2012 – 2013 school year is to increase levels 4 & 5 student proficiency by 1 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (73)	30% (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 area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting category 4 – Informational Text/Research Process. Student performance reflected lack of opportunities for students to experience virtual libraries.	Classroom activities will include use of virtual libraries to provide additional opportunities for students to experience cross-content reading. Students will be provided with a variety of instructional materials that will include real-world documents such as brochures, fliers, and websites to locate, interpret, and organize information.	Administrator; Media Specialist	Ongoing Media Center classroom visitations and students assessments focusing on reading application	Formative Assessments: District Interim Assessments, FAIR Summative Assessments: FCAT 2.0 2013 Reading assessment
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting category 4 – Informational Text/Research Process.	Classroom activities will include use of the Media center to provide additional opportunities for students to experience cross-content reading. Students will be provided with a variety of instructional strategies that include making inferences, drawing conclusions, using graphic organizers to analyze text, and summarizing text.	Administrator; Reading Coach; RTI Team	Ongoing Media Center classroom visitations and students assessments focusing on reading application: Debriefing and lesson planning during common planning time	Formative Assessments: District Interim Assessments, FAIR Summative Assessments: FCAT 2012 Reading assessment

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

2b. Florida Alternate Assessment:	
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Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 20% of students achieved at levels 7 or above in Reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3)	23% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must have continuous review/practice when learning reading concepts.	Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	Administrator	Ongoing classroom visitations	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:

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 72% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (111)	77% (119)

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 Test was Reporting category 2 – Reading Application Limited access to computers has been a substantial barrier to limit the amount of time students spend using tutorial software.	Continue to network with Dade's Partners Fit Kids of America in order to maximize use of computers and offer Tutoring services on Saturdays	Administrator; LLT	Review attendance rosters to ensure maximum use per student in the computer lab.	Formative Assessments: Study Island (Brainchild) pre/post data reports Summative Assessments: Attendance rosters; FCAT 2.0 2013 Reading assessment
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting category 1 – Vocabulary. Limited access to computers has been a substantial barrier to limit the amount of time students spend using	Network with Dade's Partners in order to maximize use of computers and offer Tutoring services through Saturday Tutoring Academy	Administrator; Reading Coach; RTI Team	Review attendance rosters to ensure maximum use per student in the computer lab.	Formative Assessments: Brainchild pre/post data reports; Interim Assessments Summative Assessments: Attendance rosters; FCAT 2012 Reading

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate that 35% of students made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (4)	45% (5)

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	Limited access to computers has been a substantial barrier to limit the amount of time students spend using tutorial programs	Provide students with opportunities for before and after school tutoring in order to optimize student access to computers during the week	Administrator; Classroom Teacher	Review student attendance logs; review ongoing student assessments	Formative Assessments: Reading Plus session completion reports; Success Maker usage reports Summative Assessments: FCAT 2.0 2013 Reading assessment

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

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 90% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (36)	95% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data from the 2012 FCAT Assessment indicate a increase of 31 percentage points as compared to 59% of students making learning gains in 2011. Limited access to computers has been a substantial barrier to limit the amount of time	Provide students with opportunities for before and after school tutoring in order to optimize student access to computers during the week	Administrator; Classroom Teacher	Review student attendance logs; review ongoing student assessments	Formative Assessments: Reading Plus session completion reports; Success Maker usage reports Summative Assessments: FCAT 2.0 2013 Reading assessment

	students spend using tutorial programs				
2	The results of the 2011 FCAT Reading Test indicate that 59% of students in the lowest 25% made learning gains. Our goal for the 2011-2012 school year is to increase in the lowest 25% achieving learning gains by 10 percentage points to 69%.	Provide students with opportunities for before and after school tutoring in order to optimize student access to computers during the week	Administrator; Classroom Teacher; RTI Team	Review student attendance logs; review ongoing student assessments	Formative Assessments: Reading Plus session completion reports; Interim Assessments Summative Assessments: FCAT 2012 Reading 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 # The results of the 2012 FCAT 2.0, Reading results indicate that 59% of students achieved proficiency in levels 3-5. Our goal from 2011-2017 is to reduce the percentage of non-proficient by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 school FCAT 2.0 Reading Test indicate that 59% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 59	Hispanic: 63

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	Hispanic: Receiving funds becomes a key factor to implement early intervention.	Apply for District funding to assist with the implementation of before/after school tutorial programs.	Administrator	MTSS team will meet monthly to assess fidelity and validity of tutorial program	FCAT 2.0 2012 Reading Assessment
2	Data from the 2011 FCAT Assessment indicates a decrease in the number of students making learning gains in Reporting category - Vocabulary. Early identification of students to be targeted and intervention schedule is not implemented in a timely manner	Utilizing data, identify students to receive intervention within the first two weeks of school and implement schedules to monitor student progress on a monthly basis	Administrator; RTI Team	RTI leadership team will meet monthly to assess fidelity and validity of intervention strategies	FAIR , Interim Assessments, Intervention checkpoints; Formative and Summative Assessments; FCAT 2012 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:	In addition, 64% of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (88)	68% (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	Based on the FCAT 2011 Assessment, the area of deficiency as noted on the administration of Reading was reporting category 1- Vocabulary. Class scheduling and placement of students in intervention groups is a challenging process.	Identify ELL levels appropriately and consider intervention needs when placing students during the school year.	Administrator; RTI Team	Implementation of computer lab and weekly attendance determine effectiveness of Houghton Mifflin Harcourt software	Formative Assessments: HMH pre/post tests; Interim Assessments; Summative Assessments: FCAT 2012 Reading assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 27% of Students with Disabilities achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 15 percentage points to 42%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (8)	42% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FCAT 2.0 2012 Assessment, the area of deficiency as noted on the administration of Reading was reporting category 2- Reading Application. Limited funds affect the frequency in which tutorial programs are implemented	Provide students with opportunities to participate in before and after school tutoring services.	Administrator; LLT	Weekly attendance rosters to determine effectiveness of Houghton Mifflin Harcourt software	Formative Assessments: HMH pre/post tests Summative Assessments: FCAT 2.0 2013 Reading assessment
2	Based on the FCAT 2011 Assessment, the area of deficiency as noted on the administration of Reading was reporting	Provide students with opportunities to participate in before and after school tutoring services.	Administrator; RTI Team	Implementation of computer lab and weekly attendance determine effectiveness of Houghton Mifflin Harcourt	Formative Assessments: HMH pre/post tests; Interim Assessments;

category 1- Vocabulary.	software	Summative Assessments: FCAT 2012 Reading assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 56% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (126)	63% (142)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FCAT 2.0 2012 Assessment, Economically Disadvantaged subgroup did not make adequate yearly progress as noted on the area of deficiency reporting category 2- Reading Application. Usage reports indicated not enough use of Reading Plus on a weekly basis.	Utilize evidence-based software Reading Plus in grades 3 – 5 to increase student reading fluency and comprehension at all levels.	Administrator	Effective monitoring of Reading Plus usage reports	Formative Assessments: Reading Plus usage reports Summative Assessments: FCAT 2.0 2013 Reading assessment
2	Based on the FCAT 2011 Assessment, Economically Disadvantaged subgroup did not make adequate yearly progress as noted on the area of deficiency reporting category 1- Vocabulary.	Utilize evidence-based software Reading Plus in grades 3 – 5 to increase student reading fluency and comprehension at all levels.	Administrator; Reading Coach; RTI Team	Effective monitoring of Reading Plus usage reports	Formative Assessments: Reading Plus usage reports; Interim Assessments Summative Assessments: FCAT 2012 Reading 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
Reading – Best Practices	K-5	Reading Liaison	Leadership Literacy Team members	November 6, 2012	Implementation of Best Practices in the classroom	Administrator
Reading/Writing Best Practices	K-5	Reading Liaison	Leadership Literacy Team members	February 1, 2012	Implementation of Best Practices in the classroom	Administrator

Reading – Best Practices	K-5	Reading Liaison	Leadership Literacy Team members	October 17, 2012	Implementation of Best Practices in the classroom	Administrator
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teach reading strategies that help students determine meaning of words by using task cards, story maps, and graphic organizers.	Florida Ready - Reading	Title I	\$2,500.00
Students will be provided with a variety of instructional strategies that include making inferences, drawing conclusions, using graphic organizers to analyze text, and summarizing text.	Elements of Reading - Vocabulary	Title I	\$1,000.00
Students will be provided with a variety of instructional materials that will include real-world documents such as brochures, fliers, and websites to locate, interpret, and organize information. Provide students with opportunities to participate in before and after school tutoring services.	Reading Coach - ladders to success	Title I	\$2,000.00
			Subtotal: \$5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Based on the 2012 CELLA data, 41% of students were proficient in Oral Skills (listening and speaking)
2012 Current Percent of Students Proficient in listening/speaking:	
41% (106)	

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	More exposure to oral language skills is needed to be experienced by ELL students.	Restate at a slower rate when needed and pause often to allow students to process what they hear	Administrator; LLT	Classroom walkthroughs; Teacher Observations during instruction	2013 CELLA Assessment Results

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Based on the 2012 CELLA data, 24% percent of students were proficient in Reading

2012 Current Percent of Students Proficient in reading:

24% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities to read their own writing and share within a group	The teacher asks each student a question and records his/her answer, writing on the chalkboard exactly what the student says, using large manuscript letters. After the chart or individual statements have been completed, students read their statements to each other and to the teacher.	Administrator; LLT	Classroom walkthroughs; teacher observations during instruction	2013 CELLA Assessment Results

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Based on the 2012 CELLA data, 29 % of students were proficient in Writing

2012 Current Percent of Students Proficient in writing:

29% (75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Journal writing should be used everyday very	Provide opportunities for students to record	Administrator; LLT	Classroom Walkthroughs	2013 CELLA Assessment

1	early in the language learning process.	their thoughts and questions about what they are reading, including content area or research material on their journals		Results
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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 2.0 Mathematics Test indicates that 31% of students achieved Level 3 Proficiency. Our goal for the 2012 – 2013 school year is to increase Level 3 student proficiency by 1 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (77)	32% (81)

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 grades 3- 5 scored lowest in the Reporting Category of Geometry and Measurement.	Provide students with opportunities to describe and analyze properties of two-dimensional shapes; describe three-dimensional shapes and analyze their properties, and measure objects using fractional parts	Administrator; MTSS/RTI Team	Ongoing student assessments focusing on data analysis to adjust curriculum focus based on data reports. Conduct grade level meetings in order to share best practices.	Formative Assessments: District Interim Assessments; student authentic work. Summative Assessments: Results from the 2013 FCAT 2.0 mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2012 Florida Alternate Assessment indicates that 33% of students achieved Level 4-6 in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (5)	38% (6)

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 must have continuous practice when learning math concepts.	Provide students with repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Administrator; MTSS/RTI	Classroom Walkthroughs	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 indicates that 30% of students achieved proficiency (Levels 4 & 5). Our goal is to increase student proficiency by 1 percentage point to 31%
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (76)	31% (78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3- 5 scored lowest in the Reporting Category of Geometry and Measurement. Limited use to technological programs such as Gizmos due to lack of computers and curriculum timeframe.	Engage students in activities to use technology such as Gizmos	Administrator; Math Liaison	Ongoing student assessments focusing on data analysis to adjust curriculum focus based on data reports. Conduct grade level meetings in order to share best practices.	Formative Assessments: District Interim Assessments; student authentic work. Summative Assessments: Results from the 2013 FCAT 2.0 mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment indicates that 7% of students achieved proficiency level 7 or above in Mathematics proficiency. Our goal is to increase student proficiency by 3 percentage point to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	10% (2)

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 must have continuous practice when learning math concepts.	Students will be provided with opportunities in guided discussion to engage in real life math problems.	Administrator	Classroom Walkthroughs; Teacher observations during instruction	2013 Florida Alternate Assessment 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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 68% of students made learning gains. Our goal for the 2012 – 2013 school year is to provide appropriate interventions and remediation opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

68% (105)	73% (113)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting category of Geometry and Measurement. Students have limited exposure to hands-on activities during instruction.	Utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding.	Administrator; RTI Team	Ongoing student assessments focusing on data analysis to adjust curriculum focus based on data reports. Conduct grade level meetings in order to share best practices.	Formative Assessments: District Interim Assessments; student authentic work. Summative Assessments: Results from the 2013 FCAT 2.0 mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	On the 2012 Florida Alternate Assessment 26% of students made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (3)	36% (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	Minimum opportunities for students to engage in technology use	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.	Administrator	Classroom Walkthroughs	2013 Florida Alternate Assessment 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 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 77% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (32)	82% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data from the 2012 FCAT Assessment indicate an increase of 28 percentage points as compared to 49% of students making learning gains in 2011. Lack of consistency in attendance affects student performance during tutoring sessions	Network closely with the Community Involvement Specialist (CIS), parents, and teachers to optimize student attendance to tutoring sessions on Saturdays	Administrator; Community Involvement Specialist; Dade Partner's Saturday Tutoring Teacher	Monitor tutoring student attendance rosters on an ongoing basis. Maintain teacher/parent communication to promote student ongoing attendance	Formative Assessments: District Interim Assessments; student authentic work. Summative Assessments: Results from the 2013 FCAT 2.0 mathematics 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%.		Elementary School Mathematics Goal #				
		The results of the 2012 FCAT 2.0, Mathematics results indicate that 54% of students achieved proficiency in levels 3-5. Our goal from 2011-2017 is to reduce the percentage of non-proficient by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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 2010-2011 school FCAT Mathematics test indicate that 66% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase student proficiency to 69%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Hispanic: 66% (164)	Hispanic: 69% (171)			
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:	In addition, 64% of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (88)

68% (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
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:	In addition, 34% of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (15)	41% (18)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 2011 FCAT Mathematics Test indicates that 65% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 69% by providing appropriate intervention programs
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (145)	69% (154)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Houghton Mifflin Harcourt professional development (OZAB)	3 - 5	Fourth grade Teacher	grades 3-5	September 26, 2012	Sign-in sheets; data pre/post results	Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing data, continue to identify students that need to receive intervention within the first two weeks of school and implement schedules to monitor student progress on a monthly basis	Math Coach – Ladders to Success	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The 2012 FCAT Science Test indicates 27% of students Level 3 achieved proficiency. Our goal is to increase to 31% proficiency level by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

27% (23)			31% (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	As noted on the 2012 FCAT Administration, the area of deficiency was Big Idea: Earth in Space and Time. Limited differentiated instruction and hands-on activities during labs.	Continue to utilize differentiated instruction strategies at all levels of instruction.	Administrator; MTSS/RTI Team	Student folders will be reviewed for evidence of the use of differentiated instruction and monitor school based assessments (Interims) to adjust intervention.	Formative Assessment: District Interim Assessments Summative Assessment: 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:	
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	Limited exposure to knowing how to respond to a set of circumstances and understand the nature of those circumstances.	Provide students with an opportunity to observe and collect data in order to base predictions and analyze consequences.	Administrator	Classroom walkthroughs during labs	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 science. Science Goal #2a:	The 2012 FCAT 2.0 Science Test indicates 7% of students Level 4 and 5 achieved proficiency. Our goal is to increase to 9% proficiency level by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	9% (8)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Administration, the area of deficiency was Big Idea: Earth in Space and Time. Limited exposure to Gizmos and hands-on activities during labs	Continue to conduct at least one hands-on activities per week that are aligned by the benchmarks; engage students in the use of Gizmos weekly	Administrator; Science Liaison	Provide teachers with common planning time to ensure common science labs activities; review gizmos usage report	Formative Assessments; District Interim Assessments; Science Projects Summative Assessment; 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 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
1	Limited exposure to knowing how to respond to a set of circumstances and understand the nature of those circumstances.	Provide students with an opportunity to observe and collect data in order to base predictions and analyze consequences.	Administrator	Classroom walkthroughs during labs	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
Science Projects	Grades 3 -5	Science Liaison	Teachers in grades 3 -5	October 3, 2012	Sign-in sheets; student participation during science projects	Administrator

Science Budget:

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

Utilize differentiated instruction strategies at all levels of instruction.	Measuring Up: Science	Title I	\$1,095.00
			Subtotal: \$1,095.00
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: \$1,095.00

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 indicate that 92% of students in grade 4 achieved proficiency level of 3.0 and higher. Our goal for the 2012 – 2013 school year is to increase and/or maintain the percentage of students achieving at or above proficiency to 93%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
92% (72)		93% (73)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 FCAT administration of the writing indicated the need for students to improve in the editing process when elaborating a five-paragraph essay that is focused and supporting. Limited exposure to writing five-paragraph essays with supporting details	Continue to promote student participation in the "I write to my Assistant Principal" program on a monthly basis.	Administrator; Reading Coach; Writing Liaison	Students will be provided with a monthly prompt and will engage in the editing process during the Language Arts Block; writing rubric	Formative Assessments: District Baseline, Mid, and Post Writing Prompts; School-based writing prompts Summative Assessments: 2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must know how to access knowledge and information through a variety of media for a variety of purposes.	Provide students with opportunities to create permanent products for the purpose of sharing information.	Administrator	Classroom walkthroughs during writing instruction	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
Improve in the editing process when elaborating a five-paragraph essay that is focused and supporting.	K-5	Reading Liaison/ Administrator	Teachers in grades K - 5	October 15, 2012 – May 15, 2013	Monthly writing prompts implementation	Administrator

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:	Attendance data from 2012 school year indicated 96% performance. Our goal for the 2012 – 2013 school year is to increase attendance performance to 96.5% by decreasing the number of students with excessive absences and/or tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.01% (536)	96.51% (539)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
153	145
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
96	91

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	Bad weather and illnesses during the flu season are the two main causes of student non-attendance during the Fall Season. Due to family emergencies and marital situations, students tend to be absent and/or travel from 3 to 5 days out of the country. Frequent medical	Continue to identify students with three or more unexcused absences and network with the School Social Worker in order to provide parents with assistance and support in promoting good attendance habits by recognizing students with attendance ribbons. Maintain a clean and healthy environment by	Administrator	Review attendance bulletins on a weekly basis; Continue to implement health week and monitor to ensure that illness prevention strategies are implemented throughout the school.	Attendance Bulletins; Classroom walkthroughs during Health Fair week

appointments are scheduled by parents during the school day which affect student attendance and being tardy to school.	involving the School Nurse in promoting illness-prevention strategies during Health week. Reward students for maintaining 100 days of perfect attendance to school.			
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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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to identify students with three or more unexcused absences and network with the School Social Worker in order to provide parents with assistance and support in promoting good attendance habits by recognizing students with attendance ribbons.	Attendance ribbons	EESAC Funds	\$150.00
Reward students for maintaining 100 days of perfect attendance to school.	Certificates	EESAC Funds	\$150.00
			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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	Our goal for the 2012 – 2013 school year is to maintain less than 1% of students without indoor/outdoor suspension.				
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				
1	1				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
1	1				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More adult supervision is needed during lunch that limits opportunities to reinforce good behavior.	Continue to promote a safe and healthy environment during lunch in the cafeteria where lunches are scheduled accordingly and there is more supervision by identified school personnel. Provide students incentives for good cafeteria behavior that reflects on a monthly chart per teacher	Administrator; Cafeteria Monitor	Cafeteria walkthroughs; monitor teacher monthly cafeteria behavior charts	Suspension/Truancy Reports

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>	"N/A - Title I school, see PIP"
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
"N/A - Title I school, see PIP"	"N/A - 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				

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:		Increase student participation in District Science Fair			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement during science projects due to parents having more than one job during the day and a low financial status to cover project costs. Limited communication between Teachers and Parents during the making of science projects.	Provide students with opportunities to purchase project boards at a lower cost Provide teachers with assistance in collaborating with parents during the making of science projects	Administrator; Science Liaison	Monitor number of student participation during Science fair	Student participation in the 2013 District Science Fair

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 Projects	Grades 3 -5	Science Liaison	Teachers in grades 3 - 5	October 3, 2012	Sign-in sheets; student participation during science projects	Administrator

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teach reading strategies that help students determine meaning of words by using task cards, story maps, and graphic organizers.	Florida Ready - Reading	Title I	\$2,500.00
Reading	Students will be provided with a variety of instructional strategies that include making inferences, drawing conclusions, using graphic organizers to analyze text, and summarizing text.	Elements of Reading - Vocabulary	Title I	\$1,000.00
Reading	Students will be provided with a variety of instructional materials that will include real-world documents such as brochures, fliers, and websites to locate, interpret, and organize information. Provide students with opportunities to participate in before and after school tutoring services.	Reading Coach - ladders to success	Title I	\$2,000.00
Mathematics	Utilizing data, continue to identify students that need to receive intervention within the first two weeks of school and implement schedules to monitor student progress on a monthly basis	Math Coach – Ladders to Success	Title I	\$1,000.00
Science	Utilize differentiated instruction strategies at all levels of instruction.	Measuring Up: Science	Title I	\$1,095.00
Attendance	Continue to identify students with three or more unexcused absences and network with the School Social Worker in order to provide parents with assistance and support in promoting good attendance habits by recognizing students with attendance ribbons.	Attendance ribbons	EESAC Funds	\$150.00
Attendance	Reward students for maintaining 100 days of perfect attendance to school.	Certificates	EESAC Funds	\$150.00
				Subtotal: \$7,895.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$7,895.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

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
Honor Roll Awards	\$850.00
Fifth grade End of the Year Awards	\$850.00
Student Incentive	\$1,500.00

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

EESAC meets on an ongoing basis to plan, review, recommend, approve, and inform the school community of the school improvement plan, school events, special activities, goals, and objectives that impact the students and the school. Listed below are some of the functions of EESAC:

- Reach out to stakeholders to obtain more partnerships
- Hold meetings to address school improvement
- Approve funds for school-related activities

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 OLYMPIA HEIGHTS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	73%	67%	54%	270	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	59%	46%			105	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?	59% (YES)	49% (NO)			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					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District OLYMPIA HEIGHTS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	76%	91%	41%	288	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	64%	67%			131	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)	77% (YES)			138	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					557	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested