

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: ADVANTAGE ACADEMY SANTA FE

District Name: Dade

Principal: Yesenia Cantillo/Nathaniel Grasch

SAC Chair: Estelle Strader

Superintendent: Alberto M. Calvalho

Date of School Board Approval: Pending

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Yesenia Cantillo	Masters in Math Education – Middle School Integrated Cert. Bachelors in Varying Exceptionalities – Varying Exceptionalities K-12 Cert	2	5	School SFA 2012 SAA 2011 SAA 2010 SAA 2009 CSW 2008 School Grade B A A A A High Standards in Reading 62% 73% 67% 70% 67%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Coach	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5- 9)	6	3	12 11 10 09 08 School Grades B A A A A High Stds Reading 62 79 76 70 67 High Stds in Math 63 77 72 66 64 Lrng Gains Read 73 68 73 68 67 Lrng Gains Math 59 71 66 69 69 Gains R 25 63 68 67 71 61 Gains M 25 56 64 63 73 73
Reading Coach	Pamela Picasso Alarcon	Bachelor in Science in Political Science Master in Science in Reading Education Certification Elementary Education K-6 ESOL K-12 Reading K-12	4		12 11 10 09 08 School Grades B A A A A High Stds Reading 62 79 76 70 67 High Stds in Math 63 77 72 66 64 Lrng Gains Read 73 68 73 68 67 Lrng Gains Math 59 71 66 69 69 Gains R 25 63 68 67 71 61 Gains M 25 56 64 63 73 73

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide salaries commensurate with district pay scale. 2. Employer will pay 90% of employee health costs. 3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable. 4. Soliciting referrals from current employees 5. Working with local universities to provide opportunities for internships and service learning hours	Governing Board Governing Board Principal Principal Principal	June 2013 June 2013 June 2013 June 2013 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
3 (ESOL Waivers)	Provide support and guidance in taking and passing the subject test for ESOL.

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
16	6.3%(1)	62.5%(10)	25.0%(4)	6.3%(1)	18.8%(3)	81.3%(13)	6.3%(1)	0.0%(0)	81.3%(13)

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Reading Coach, Math Coach, Assistant Principal, Guidance Counselor, Dean of Students, Science Lead Teacher, Language Arts Department Head and the ESE Program Specialist.

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. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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/PMRN

- Interim and Baseline assessments
 - EDUSOFT Managed data
 - CELLA assessments
 - In-house Reading, Writing, Math and Science assessments
 - FCAT scores
 - Student grades
- Behavior
- Student Case Management System
 - In-house behavior database using our school-wide discipline plan
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - 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, data analysis process;
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.

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Yesenia Cantillo (Principal) , Leila Ibanez (ESE Program Specialist), Pamela Picasso-Alarcon (Reading Coach)

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

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

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

School wide the students will be using Ticket to Read, FCAT Explorer, KidBiz, Reading Plus to improve fluency and reading comprehension. School will provide incentives to students who reach predetermined individual goals.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 25% of the students achieved Level 3 Proficiency. Our goal for 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 28%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (28)	28% (31)

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 Category 1, Vocabulary. Students lack the vocabulary necessary to be successful readers	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and their relationships. Implement resources from effective vocabulary strategies. Implement Worldly Wise School-wide to expose students to wide range of vocabulary including but not limited to the study of synonyms, antonyms, etc.	Literacy leadership team Administrator	Ongoing classroom assessments focusing on student knowledge of word meanings and their relationships. (FCIM) Data Collected will be review by teacher during data chats to determine what strategies will be used for lesson planning and differentiate lessons based on student needs. We will adjust instruction as needed	Formative: Baseline and Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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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

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 2011-12 FCAT Reading Test indicate that 36% of the students achieved Level 4 & 5 proficiency. Our goal for the 2012-13 school year is to increase levels 4 and 5 students proficiency by 1 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (40)	37% (41)

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 Category 4, Informational Text and Research Process. These students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across	Use project based learning in order to move students from guided learning to more independent learning. Use real-world documents such as, how-to articles, brochures, fliers and websites to locate, interpret and organize information.	Literacy Leadership Team Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) We will adjust instruction as needed.	Formative: Baseline and Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 FCAT Reading Test indicate that 36% of the students achieved Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (40)	37% (41)

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 73% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (56)	78% (60)

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 in the area of Literary Analysis category 3. These students had difficulty identifying and explaining the use of descriptive and figurative language .	Students will engage in timed fluency activities using Fluency Charts and Sand timers. Teachers will implement FCRR center activities to develop phonics and vocabulary skills through the use of Wordly Wise. Teachers will implement QAR (Question/Answer/Relationship), effective vocabulary strategies, Explicit Instruction in reading comprehension skills by benchmark.	Literacy Leadership team RTI Leadership Team Administrator	Ongoing/quarterly classroom assessments/observations focusing on student's ability to complete assignments. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted as needed	Formative: Baseline and Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%	The results of the 2012-13 FCAT Reading Test indicate that
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making learning gains in reading. Reading Goal #4:	63% of the students in the lowest 25% made learning gains. Our goal for the 2012-13 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (<30)	68%(<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test category 2 Reading Application. Identifying text structure and explaining the impact of meaning of text.	Students will engage in timed fluency activities using Fluency Charts and Sand timers. Teachers will implement FCRR center activities to develop phonics and vocabulary skills through the use of Wordly Wise. Teachers will implement QAR (Question/Answer/Relationship), Effective vocabulary strategies, Explicit Instruction in reading comprehension skills by benchmark.	Literacy Leadership team Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted as need.	Formative: Baseline and Interim Assessments Site Developed Assessment Student work samples using rubrics, mini assessments Summative: 2013 FCAT 2.0 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 # Our goal from 2011-17 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 82% Black: 50% Hispanic: 63% Asian: n/a American Indian: n/a	White: 84% Black: 55% Hispanic: 67% Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>White: 82% Black: 50% Hispanic: 63% Asian: n/a American Indian: n/a</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test category 2 Reading Application. Identifying text structure and explaining the impact of meaning of text.</p>	<p>Students will engage in timed fluency activities using Fluency Charts and Sand timers.</p> <p>Teachers will implement FCRR center activities to develop phonics and vocabulary skills through the use of Wordly Wise.</p> <p>Teachers will implement QAR (Question/Answer/Relationship), Effective vocabulary strategies, Explicit Instruction in reading comprehension skills by benchmark.</p>	<p>Literacy Leadership Team RtI Leadership Team Administrator</p>	<p>Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted as need</p>	<p>Formative: Baseline and Interim Assessments Site Developed Assessment</p> <p>Student work samples using rubrics, mini assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50 %.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	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	<p>ELL students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.</p>	<p>English Language Learners will also receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues.</p> <p>English Language Learners will receive additional afterschool instructional support to address the needs previously identified.</p>	<p>Literacy Leadership Team RtI Leadership Team</p>	<p>Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)</p>	<p>Formative: CELLA, In-house benchmark assessments, Baseline Assessment and Interim Assessment.</p> <p>Summative: 2012-2013 FCAT Assessment</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal from 2011-17 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	Economically Disadvantaged will receive additional afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	Literacy Leadership Team RtI Leadership Team Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted as needed.	Formative: Baseline and Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0 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
Common Core Training	K-5	Reading Coach	Reading and Language Arts Teachers	August 14, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Principal
Wordly Wise Implementation	K-5	Reading Coach	Reading and Language Arts Teachers	August 14, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
Implementation of vocabulary development lessons	Wordly Wise Materials	School-based Budget	\$100.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Mimio Board lesson to implement effective reading strategies	Mimio Board Lessons	School-based Budget	\$100.00
			Subtotal: \$100.00
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: \$400.00

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:			Our goal is to increase the percentage of English Language Learners who are proficient in Oral Skills (listening and speaking) on CELLA by10% in the 2012-2013 school year.		
2012 Current Percent of Students Proficient in listening/speaking:					
70%(58)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the experience in listening and speaking skills outside the learning environment to practice using non-native language.	Teachers will monitor and adapt speech to ELL students to meet the students level of understanding of English.	Literacy Leadership Team Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student	FAIR Baseline Assessments OLPS CELLA

			learning. (FCIM) Instruction will be adjusted based on the needs of the students'.	
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

Our goal is to increase the percentage of English Language Learners who are proficient in Reading on CELLA by 10% in the 2012-2013 school year.

2012 Current Percent of Students Proficient in reading:

30%(25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the ability to read outside the learning environment in their non-native language.	English Language Learners will also receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	Literacy Leadership Team Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted based on the needs of the students.	FAIR Baseline Assessments OLPS CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal is to increase the percentage of English Language Learners who are proficient in Writing on CELLA by 10% in the 2012-2013 school year.

2012 Current Percent of Students Proficient in writing:

31%(26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack spelling strategies and process writing in their non-native language.	ELL students will learn how to write in steps of planning, drafting, revising, editing and publishing on their individual writing levels. Teacher will focus on the conventions of the written language to assist students with	Literacy Leadership Team Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed	FAIR Baseline Assessments OLPS CELLA

		spelling strategies.		to assess student learning.(FCIM) Instructions will be adjusted as needed.	
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of vocabulary development lessons	ELL Vocabulary Cards	School Based Budget	\$100.00
			Subtotal: \$100.00
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: \$100.00

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 2011-12 FCAT Mathematics test indicates that 41 percent of the students achieved Level 3 Proficiency. Our goal for the 2012-13 school year is to increase level 3 students proficiency to 44 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(46)	44%(49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Category 1, Number: Operations, Problems, and Statistics.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers .	Administrator	Teachers will use ongoing review of formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)	Formative: Baseline and Interim Assessments Site developed assessment Summative: 2013 FCAT 2.0 Math 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-12 FCAT Mathematics Test indicate that 21percent of the students achieved Level 4 and 5 Proficiency. Our goal for the 2012-13 school year is to increase level 4 and 5 student proficiency to22 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (23)	22% (24)

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 Math Test was Category 3, Geometry and Measurement.	Teachers will use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and to make connections with real world situations. Teachers will infuse literacy in the mathematics classroom which includes the use of mathematics terminology embedded throughout each lesson.	Administrator	Ongoing review of formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)	Formative: Baseline and Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0 Math Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The results of the 2011-12 FCAT Math Test indicate that 59 percent of the students made learning gains. Our goal for the
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Mathematics Goal #3a:			2012-2013 school year is to increase students achieving learning gains 69 percent.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
59% (45)			69% (53)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Category 1, Number: Operations, Problems, and Statistics.	Provide grade appropriate activities on a daily basis that promote the composing and decomposing of describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two and three dimensional shapes/objects.	Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted based on students' needs.	Formative: Baseline and Interim Assessments Site developed assessment Summative: 2013 FCAT 2.0 Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-12 FCAT Mathematics Test indicate that 56 percent of the students in the lowest 25% made learning gains. Our goal for the 2012-13 school year is to increase the lowest 25% achieving learning gains to 66 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

56% N(<30)			66% N(<30)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Category 1, Number: Operations, Problems, and Statistics.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers	Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted based on students' needs.	Formative: Baseline and Interim Assessments Site developed assessments Summative: 2013 FCAT 2.0 Math 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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50 %. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal is to increase percentage of ELL students making satisfactory progress by 50% over six years (using 2010-2011 as the baseline year). The 2010-11 results will be converted to FCAT 2.0/EOC vertical scales.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (9)	84% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack vocabulary and the ability to use context clues, base words, and affixes to determine the meanings of words when attempting math word problems.	English Language Learners will receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues, base words, and affixes to help them complete word problems in math.	Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted based on students' needs.	Formative: Baseline Assessment Interim Assessment. Site Developed Assessments Summative: 2013 FCAT 2.0 Math Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal is to increase percentage of ED students making satisfactory progress by 50% over six years (using 2010-2011 as the baseline year). The 2010-11 results will be converted to FCAT 2.0/EOC vertical scales.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
61% (43)			65% (46)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words to solve math word problems.	Economically Disadvantaged will receive additional afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues to solve math word problems.	Administrator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Instruction will be adjusted as needed.	Formative: Baseline Assessments Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0 Math Assessment.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of Math Manipulatives	K-5	Math Coach	All Math Teachers K-5	August 14, 2012	Lesson Plan Evaluation and Classroom Observations	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Math Ready	Florida Math Ready (3-5) FCAT	SAC Funds	\$200.00
Scoring High	Scoring High (K-2) for SESAT	SAC Funds	\$175.00
			Subtotal: \$375.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of virtual Math Manipulatives	LCD Projectors	SAC Funds	\$300.00
			Subtotal: \$300.00
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: \$675.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 41 percent of the students achieved Level 3 Proficiency. Our goal for the 2012-13 school year is to increase level 3 students proficiency to 43 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (26)	43% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Earth and Space Science.	Teachers will expose students on a weekly basis to real-world hands-on applications of science curriculum the use of technology, models, and real-life experiences from teacher resources and websites. Teacher will implement Gizmos virtual labs (websites and virtual manipulatives) using LCD projector on a weekly basis. Teacher will engage students in data chats using data sheets and Edusoft data.	Administrator	Ongoing classroom assessments focusing on student knowledge of life and environmental sciences. (FCIM) Instruction will be adjusted as needed based on students' needs.	Formative: Baseline Assessments Interim Assessments Site Developed Assessments Summative: 2013 FCAT 2.0

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 19 percent of the students achieved Level 4 and 5 Proficiency. Our goal for the 2012-2013 school years to increase level 4 and 5 proficiency to 20 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (12)	20% (13)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Earth and Space Science. Students require additional exposure to real-world applications.	Teachers will expose students on a weekly basis to real-world applications through the use of technology, models, and real-life experiences. Students will participate in an advanced Science curriculum including Earth and Space Science. For enrichment, students will engage in the real life projects as part of the Fairchild Challenge.	Administrator	Ongoing classroom assessments focusing on student knowledge of life and environmental sciences. (FCIM) Instruction will be adjusted as needed based on students' needs.	Formative: District Science Assessments for grades K-4 Baseline Assessment Interim Assessments Site Developed Assessments Summative: 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Fairchild Challenge	K-5 Science	Science Department	School-Wide	Sept. 22, 2012 Afterschool	Informal Classroom Observation Lesson Plans	Science Dept. Head Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of hands-on, real-world Science lessons	Teacher resource and websites	School-based budget	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.			The results of the 2012 FCAT Writing Test indicate that 86% of students achieved proficiency.		
Writing Goal #1a:			Our goal for 2012-13 school year is to maintain 88% proficiency.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
86% (19)			88% (19)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to modify word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece. Students are not fluent in editing for mechanics and punctuation.	Teachers will implement instructional strategies from the Six Traits of Writing and use interactive mimio board for peer editing activities and writing lessons.	Administrator	Ongoing classroom assessments/ observations focusing on student's ability to implement writing traits strategies. Administer and score monthly writing prompts to monitor student writing progress. (FCIM) Instruction will be adjusted as needed based on students' needs.	Formative: District Writing Pre-tests Site Developed Assessments Summative: 2013 FCAT 2.0 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
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
Implementing Craft Plus Daily Writing Lessons	Language Arts 1-5	Reading Coach Language Arts Department Chair	School-wide	August 13, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Language Arts Department Chair Assistant Principal
Implementing the Common Core Writing Standards	Language Arts 1-5	Reading Coach Language Arts Department Chair	School-wide	August 13, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Language Arts Department Chair Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing the 1-5 Common Core Writing Standards	1-5 Common Core Writing Standards	School-Based Budget	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of interactive boards for peer editing activities and writing lessons	Supplies (LCD Projector Bulbs)	School-Based budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-Based Budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The Average Daily Attendance Rate for 2011-2012 was 95.66 percent. Our goal for the 2012-2013 school year is to increase the attendance rate to 96.16 percent. In addition, our goal is to decrease the number of excessive absences (10 or more) and excessive tardies (10 or more) by 5 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.66% (299)			96.16% (301)		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
89			85		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
67			64		
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	Construction on the turnpike creates undue congestion when exiting the turnpike thus excessively increasing the number of students tardy to school.	Continue to work with community to establish new arrival and dismissal procedures that facilitate the flow of traffic reducing the number of tardies. Use sign-in /check-out system to monitor tardies and recognize students with perfect attendance each quarter. Issuance of parent letter that will inform parents of their child's attendance records and the district's attendance policies.	Leadership Team Administrator	Observation and monitoring of traffic and attendance records.	Attendance records Parent Survey

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
Parent Night	K-5	Admin	School-wide	9/1/ & 9/20	Attendance Reports	Admin

Attendance Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement=Success	Parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents.	SAC funds	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	<p>The number of in-school suspensions in the 2011-2012 school year was 1. Our goal for the 2012-2013 school year is to decrease the total number of in school suspensions to 1.</p> <p>The number of out-of- school suspensions in the 2010-2011 school year was 1. Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions to 1.</p>
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	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	Parents are unfamiliar with the Student Code of Conduct.	Parent Workshops to increase parental involvement. Continuation of recognition programs such as Student of the Month, Do The Right Thing, Lessons on Character Education in an effort to take a proactive approach to discipline using videos. School-wide implementation of discipline plan.	Leadership Team	Review of suspension report	Suspension Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of School-Wide Do the Right Thnig, Character Development Plan, Student of the Month	K-5	Administrator	K-5 Staff	August 20,2012	Program Sponsor Administrator	Administrator

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-Wide Implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	SAC Funds	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Show videos that pertain to character education	Purchase enough TV's and DVD players to ensure 1 per grade level	School-Based Budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Classroom Management	School-Wide discipline plan and procedures	School-Based Budget	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

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:			85% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 95% of parents complete their volunteer hours.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
85% 95%			95%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with the availability of opportunities for parental involvement.	Use the Black Board Connect call out system to invite parents to school sponsored activities. Give incentives for parents to attend such activities. Work closely with our PTSO to further enhance communication and participation of parents in school activities. Parents received orientation packet to familiarize them with the school website. Provide parents with options on volunteering as part of school contract.	Leadership Team	Monthly review of volunteer Spreadsheet and sign in sheets for events. Send updates on completed parent volunteer hours.	Volunteer Spreadsheet and data from Raptor.

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Information Nights	3-5 Grade All Subjects	Curriculum Coaches	Teachers, Leadership Team, PTSO	December 2012 and February 2013	Parent Exit Survey	Leadership Team

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Nights	Purchase of incentives for parents in attendance	SAC funds	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On-line Assessment Programs	In student portal MDCPS and pay for handout information	SAC Funds	\$200.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training of PTSO so that parents can hear from other parents	Handouts	SAC Funds	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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 the implementation of virtual labs in science using manipulatives and LCD projectors. Increase the implementation of virtual manipulatives in math by promoting the participation of Mathletics. Increase the understanding of the scientific process by promoting the Science Fair participation and competing in the Fairchild Tropical Gardens		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require additional exposure to real world experiences.	Students will participate in full inquiry, project-based	Leadership team Administrator	Continuous administrative walk-through evaluations	Formative: Site Developed Assessments

1	learning that will be aligned with standards-based instruction. They will also be exposed to the university and industry experts in science, technology, engineering, and mathematics. Students will participate in Field Experience excursions that will engage students in real-world STEM applications.	(formal & informal).	Summative: 2013 FCAT 2.0 Science
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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
STEM Training	K-5	Science Team Leader	K-5 School-Wide	August 14, 2012	Walkthroughs Lesson Plans	Science Team Leader Administrator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of STEM Training	STEM Materials	School-Wide Budget	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
Reading	Implementation of vocabulary development lessons	Wordly Wise Materials	School-based Budget	\$100.00
CELLA	Implementation of vocabulary development lessons	ELL Vocabulary Cards	School Based Budget	\$100.00
Mathematics	Florida Math Ready	Florida Math Ready (3-5) FCAT	SAC Funds	\$200.00
Mathematics	Scoring High	Scoring High (K-2) for SESAT	SAC Funds	\$175.00
Science	Implementation of hands-on, real-world Science lessons	Teacher resource and websites	School-based budget	\$200.00
Writing	Implementing the 1-5 Common Core Writing Standards	1-5 Common Core Writing Standards	School-Based Budget	\$100.00
Suspension	School-Wide Implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	SAC Funds	\$200.00
Parent Involvement	Parent Nights	Purchase of incentives for parents in attendance	SAC funds	\$200.00
STEM	Implementation of STEM Training	STEM Materials	School-Wide Budget	\$300.00
				Subtotal: \$1,775.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Mimio Board lesson to implement effective reading strategies	Mimio Board Lessons	School-based Budget	\$100.00
Mathematics	Implementation of virtual Math Manipulatives	LCD Projectors	SAC Funds	\$300.00
Science	Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
Writing	Use of interactive boards for peer editing activities and writing lessons	Supplies (LCD Projector Bulbs)	School-Based budget	\$100.00
Attendance	Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$300.00
Suspension	Show videos that pertain to character education	Purchase enough TV's and DVD players to ensure 1 per grade level	School-Based Budget	\$100.00
Parent Involvement	On-line Assessment Programs	In student portal MDCPS and pay for handout information	SAC Funds	\$200.00
				Subtotal: \$1,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$200.00
Writing	Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-Based Budget	\$50.00
		Parent nights to discuss positive		

Attendance	Parental Involvement=Success	outcomes of parental involvement and strategies to be involved parents.	SAC funds	\$100.00
Suspension	Classroom Management	School-Wide discipline plan and procedures	School-Based Budget	\$100.00
Parent Involvement	Training of PTSO so that parents can hear from other parents	Handouts	SAC Funds	\$200.00
				Subtotal: \$650.00
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: \$3,625.00

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 10/14/2012)

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
SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library.	\$725.00
In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance of positive behavior.	\$700.00

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

Monitor implementation of SIP Plan.
 Monitor progress through review of assessment data.

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
No Data Found
No Data Found