FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2010 – 2011 SCHOOL IMPROVEMENT PLAN

School Name: HUBERT O. SIBLEY ELEMENTARY SCHOOL

District Name: Dade

Principal: Michael J. Charlot

SAC Chair: Maria Albo

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-30-2010

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data
(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data
(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Michael J. Charlot	BA; Elementary Education. St. Thomas University; MS; Educational Leadership, Nova Southeastern University	4	15	'10 '09 '08 '07 '06 School Grade C A D C C AYP N N N Y N High Standards Rdg. 64% 64% 55% 54% 56% High Standards Math 63% 63% 50% 54% 53% Lrng Gains-Rdg. 59% 72% 58% 62% 59% Lrng Gains-Math 55% 70% 48% 62% 57% Gains-Rdg-25% 50% 71% 59% 69% 57% Gains-Math-25% 58% 68% 49% 71% NA
Assis Principal	Donald P. Clippinger, Jr.	BA; Music Education, Palm Beach Atlantic College; MM – Music Education, Northwestern University; Certification – Educational Leadership, Barry University	7	7	'10 '09 '08 '07 '06 School Grade C A D C C AYP N N N Y N High Standards Rdg. 64% 64% 55% 54% 56% High Standards Math 63% 63% 50% 54% 53% Lrng Gains-Rdg. 59% 72% 58% 62% 59% Lrng Gains-Math 55% 70% 48% 62% 57% Gains-Rdg-25% 50% 71% 59% 69% 57% Gains-Math-25% 58% 68% 49% 71% NA

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Katya Barrett	BA – Elementary Education, Florida International University; MA, Reading, University of Miami; Reading and ESOL Endorsed	10	4	'10 '09 '08 '07 '06 School Grade C A D C C AYP N N N Y N High Standards Rdg. 64% 64% 55% 54% 56% High Standards Math 63% 63% 50% 54% 53% Lrng Gains-Rdg. 59% 72% 58% 62% 59% Lrng Gains-Math 55% 70% 48% 62% 57% Gains-Rdg-25% 50% 71% 59% 69% 57% Gains-Math-25% 58% 68% 49% 71% NA

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Continue to work closely with the Barry University Department of Education staff to recruit new teachers.	Principal	Ongoing	
2	2. Partner new teachers with veteran teachers.	Assistant Principal	Ongoing	
3	3. Participate in job fair opportunities	Principal	August 2010	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Aline Wilson	Biology Sociology Computer Science	5th Grade	Aline Wilson will participate in subject area test tutorials that will be offered by the district for instructional staff who are out-of-field and/or not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the 2010-2011 school year.
Elba Perfetto	Early Childhood Elementary Education	Gifted	Elba Perfetto is currently on a gifted waiver and working toward completing necessary course work for gifted certification.
Carla Burton	Elementary Education	4th Grade	Carla Burton is currently working on a timeline toward
Eileen Strahlberg	Elementary Education School Psychologist	ESOL	Eileen Strahlberg has completed necessary coursework for reading endorsement and plans to submit documentation to the certification office before the start of the 2010-2011 school year.
			Hayat Diab will participate in subject area test tutorials that will be

Hayat Diab	MG English	Middle Grade English	offered by the district for instructional staff who are out-of-field and/or not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the 2010-2011 school year.
Sandra Rankine	Elementary Education Reading	Kindergarten	Sandra Rankine is currently working on a timeline toward completing necessary course work for ESOL endorsement.
Fernando Chamorro	Elementary Education	3rd Grade	Fernando Chamorro will participate in subject area test tutorials that will be offered by the district for instructional staff who are out-of-field and/or not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the 2010-2011 school year.
Cynthia Hileman	Elementary Education Music	3rd Grade	Cynthia Hileman is currently working on a timeline toward completing necessary course work for ESOL endorsement.
Leonard Cohen	Elementary Education	1st Grade	Leonard Cohen is currently working on a timeline toward completing necessary course work for ESOL endorsement.
Nemesio Colon	Elementary Education	6th Grade	Nemesio Colon will participate in subject area test tutorials that will be offered by the district for instructional staff who are out-of-field and/or not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the 2010-2011 school year.
Irene Danso	Exceptional Student Education	ESE-Varying Exceptionalities	Irene Danso is currently working on a timeline toward completing necessary course work for ESOL endorsement.
Joel Polanco	Social Science Elementary Education	6th Grade	Joel Polanco will participate in subject area test tutorials that will be offered by the district for instructional staff who are out-of-field and/or not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the 2010-2011 school year.
Denise Campbell	Elementary Education	5th Grade	Denise Campbell is currently working on a timeline toward completing necessary course work for ESOL endorsement.
			Carissa Shoaf is currently

| Carissa Shoaf | Elementary Education | 1st Grade | working on a timeline toward completing necessary course work for ESOL endorsement. |

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
54	0.0%(0)	46.3%(25)	33.3%(18)	20.4%(11)	50.0%(27)	59.3%(32)	11.1%(6)	1.9%(1)	53.7%(29)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

At Hubert O. Sibley Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. These opportunities include a six week Saturday Academy, a twelve week Science/Math After School Tutorial, a five week Writing Tutorial and Supplemental Educational Services (SES) Tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Administrators, grade chairpersons and the Reading Coach develop, lead and evaluate 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 the Bilingual Parent Outreach Program (BPOP), Supplemental Educational Services; and special support services to special needs populations including ELL students and new students displaced by the earthquake in Haiti.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Hubert O. Sibley Elementary School administration utilized supplemental funds provided by the District 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

Hubert O. Sibley Elementary School administration utilizes its Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• behavioral/mental counseling services
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
• reading and supplementary instructional materials
hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Hubert O. Sibley Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Hubert O. Sibley Elementary School supports the Character Education program through student services/guidance personnel with a focus on anti-bullying and conflict mediation. All fifth grade students participate in the DARE program in conjunction with the Miami-Dade Police Department.

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Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

Hubert O. Sibley Elementary School services the enrollment of the North Miami Senior High School Adult Education Program by providing six classrooms and office space for use during their night school program.

Career and Technical Education

The student services staff at Hubert O. Sibley Elementary School work together with the administration to host an annual Career Day. Where appropriate, the core curriculum is linked to every day experiences with a focus on developing students who are prepared to compete in a contemporary global society.

Job Training

N/A

Other

Parental

Hubert O. Sibley Elementary will 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.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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Principal: Establishes a unity of vision amongst the RtI Leadership Team. Facilitates an open line of communication for all stakeholders to ensure that information is current and relevant to student needs and teacher's professional growth. Enables all members of the team to work collaboratively through data driven analysis and decision making.

Assistant Principal: Directly oversees the RtI Leadership Team, provides the structure and impetus for school wide needs and assists the Principal in fulfilling the vision of overall school improvement through student achievement at all levels. Regularly articulates with all members of the team both formally and informally so that the monitoring is on a continuum. Facilitates Professional Development for those who are new to the team or to the school to maintain continuity. Implements procedures to ensure that appropriate documentation of student progress and that intervention is timely and appropriate.

Grade Level Chairpersons: Provide information about core instruction, participates in student data collection, delivers Tier 1 materials/instruction with Tier 2 and collaborates with colleagues regarding strategies and intervention for Tier 2 and Tier 3 students.

Reading Coach: Collaborates on overall implementation of the Reading program; utilizes a systematic approach to data aggregation, analysis, and articulation on results and trends with the RtI Leadership Team as well as teachers and students. Provides and facilitates professional development for teachers and interventionists regarding data-based instructional planning. Ensures that progress monitoring is current, timely and relevant. Provides guidance on the K-12 reading plan; facilitates and supports FAIR data collection and analysis. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Special Education (SPED) Teachers: Participates in the RtI process not only as it pertains to Students With Disabilities (SWD) but to lend their expertise in developing strategies for all students who are struggling. When behavioral concerns reach a point where the academic process is being impeded, the SPED teachers intervene through the Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) process which directly involves the student, teacher, and parent in developing productive habits in students leading to increased success in the classroom.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; works directly with teachers to dialogue through the use of student data trends on strategies that may be put in place to assist them. Provides insight to parents and teachers in terms of whole-child development, lending expertise in behavioral as well as academic assistance.

Speech/Language Pathologist: Consults with teachers who have concerns regarding nuances in speech and language, particularly as we have many students who are new to the United States and for whom English is a new language. Provides screening for the purpose of making determinations as to how to assist particular students in accessing their education. Findings are shared at RtI meetings and group decisions are made based on those findings.

Social Worker/Students Services: Provides intervention strategies particularly in the area of attendance and tardiness, both of which remain a challenge and which have a direct impact on student achievement. District truancy reports are analyzed and parent contact is immediately made which results in the Attendance Review Committee's intervention.

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

The Leadership Team at Hubert O. Sibley Elementary School will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and our students?

Our school has been designated as a School In Need of Improvement (SINI), and as such, we emphasize the use of ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that, based on data, identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs.

School-based teams include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

The RtI Leadership Team meets once a week to engage in the following activities:
Review pertinent and current data and look for performance trends and the implications therein; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify specific targets to match student needs with classroom activities to support those needs. The team will also collaborate regularly, problem solve, share effective practices, monitor implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI 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?

Members of the RtI Leadership Team met with members of the Educational Excellence School Advisory Council (EESAC) at the beginning, middle and end of the year to discuss overall school improvement. The school psychologist attends all faculty meetings and assists in disseminating information relating to RtI to all staff members. In addition, team members provided current information relating to FAIR outcomes as well as the status of Tier 2 and 3 students and the implications for the 2010-2011 school year.

RtI 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.

Baseline data: District Baseline Assessment; Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR) in 2009 – 2010, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Fall Interim Assessment
Midyear: Florida Assessments for Instruction in Reading (FAIR), Winter Interim Assessment
End of year: FAIR, FCAT, Spring Interim Assessment
Writing Pre and Post test data analysis
Cognos reports on indoor and outdoor suspensions
Frequency of Data Days: twice a month for data analysis
It should be noted that the Diagnostic Assessment for Reading (DAR) will be utilized on a discretionary basis to ascertain more in depth student performance information and to determine if RtI is proving effective. Technology is utilized both within the classroom during small group instruction as well as through the use of the computer lab. The primary programs utilized in the classroom include SuccessMaker, BrainPop and FCAT Explorer. The computer lab is utilized for the implementation of the Reading Plus program which is a fluency program designated for select classes of moderate to fluent readers. Classrooms would benefit from an upgrade of computer hardware in order to more efficiently run the instructional programs.

Describe the plan to train staff on RtI.

In depth training on the RtI process was provided to teachers on each grade level by the Reading Coach and administration at Hubert O. Sibley Elementary toward the end of the 2009-2010 school year. This was done in small groups through grade level planning and discussion sessions. The entire staff will receive refresher training as a part of the opening of school breakout sessions. The goal is to ensure that all stakeholders are fully aware of RtI and its precepts.
All teachers and support personnel maintain copies of the School Improvement Plan and are made aware of the percent increases required to meet our 2010-2011 SIP goals. The RtI operates to enhance the learning of all students and with their subgroup classification in mind, if appropriate.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The members of the Hubert O. Sibley Elementary School Literacy Leadership Team are:

Michael J. Charlot, Principal
Donald P. Clippinger, Assistant Principal
Katya Barrett, Reading Coach
Jeanette Pau, Media Specialist
Ivonne Foulon, Interventions
Dr. April Grant, SPED instructor

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

The LLT at Hubert O. Sibley Elementary will meet monthly to analyze current data, determine trends and dialogue regarding the need for deeper intervention and programmatic success. Adjustments to programs both curricular and technology-based will be discussed and target points for professional development will be provided to teachers as deemed necessary.

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

The major initiative of the LLT this year will be the alignment of the RtI process across all grade levels and the integration of the Next Generation Sunshine State Standards.

NCLB Public School Choice

▪ Notification of (School in Need of Improvement) SINI Status
No Attached a copy of the Notification of SINI Status to Parents

▪ Public School Choice with Transportation (CWT) Notification
No Attached a copy of the CWT Notification to Parents

▪ Notification of (School in Need of Improvement) SINI Status
No Attached a copy of the SES Notification to Parents

*Elementary Title I Schools Only: Pre-School Transition

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

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

At Hubert O. Sibley Elementary, we offer an annual Kindergarten Tea Party during the week before school begins so that parents can come with their child, meet their child's teacher, engage in dialogue regarding expectations as well as the logistics of the school day. This has always been a successful event and the bridges of communication between family and teacher are formed at this time. The High/Scope Educational Research Foundation Child Observation Record is utilized at the end of Pre-Kindergarten to gain insight into student's potential for success in kindergarten. This encompasses Language and Literacy, Logic and Mathematics, Creative Representation, Initiative, Music and Movement, and Social Relations.

*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. 1008.37(4), F.S., 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 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:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	In grades 3 – 6, 36% (150) of students achieved proficiency on the 2010 administration of the FCAT Reading test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
36% (150)	38% (159)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Data from the 2010 FCAT Reading test indicate a decrease in proficiency in both Reference/Research and Main Idea/Author's Purpose among 4th and 5th grade students. Data also indicate a decrease in proficiency in Words/Phrases among 5th grade students. Students lack skills in critical thinking, vocabulary, context clues, and multiple meanings.	1.1. Use grade level-appropriate text that includes identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, explaining, or entertaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. More instruction will be provided on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	1.1. Principal, Assistant Principal, Reading Coach, and RtI Team.	1.1. Continuous monitoring of assessment results focused on Main Idea/Author's Purpose; Reference/Research. Continuous monitoring of assessment results focused on Words/Phrases.	1.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT 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:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	In grades 3 – 6, 22% (91) of students achieved above proficiency on the 2010 administration of the FCAT Reading test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
22%	24%

(91) | (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Data from the 2010 FCAT Reading test indicate a decrease in proficiency in Reference/Research among 3rd grade students. Data also indicate that 5th grade students declined in Vocabulary, Reading Application, Literary Analysis, and Informational Text/Research Process. Students lack general knowledge of words and word relationships. Also lacking is the ability to interpret text features such as charts, graphs, maps, diagrams, illustrations, subheadings, and captions.	2.1. Use real-world documents such as how-to articles, brochures, fliers, and websites to interpret text features to locate, organize, and analyze information. More instruction should be given on the meanings of words, phrases and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Use grade level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts. Use how-to articles, brochures, fliers, and other real-world documents to identify text features and to locate, interpret, and organize information.	2.1. Principal, Assistant Principal, Reading Coach, and RtI Team.	2.1. Continuous monitoring of assessment results focused on Reference/Research. Continuous monitoring of assessment results focused on Vocabulary, Reading Application, Literary Analysis, and Informational Text/Research Process.	2.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT 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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	In grades 3 – 6, 59% (155) of students made learning gains on the 2010 administration of the FCAT Reading test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
59% (155)	69% (181)

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	3.1. Data from the 2010 FCAT indicate that students in grades 3-6 making learning gains decreased Students lack the ability to work independently.	3.1. Small-group instruction targeting areas of deficiency. Computer-Assisted Instruction (CAI), such as SuccessMaker, Accelerated Reader, and FCAT Explorer, will be implemented and used with consistency.	3.1. Principal, Assistant Principal, Reading Coach, and RtI Team.	3.1. Continual monitoring of CAI data reports, making instructional adjustments as necessary, to ensure student participation as well as student progress.	3.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT 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. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	In grades 3 – 6, 50% (33) of students in the lowest 25% made learning gains on the 2010 administration of the FCAT Reading test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
50% (33)	60% (39)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Data from the 2010 FCAT indicate that students in the Lowest 25% in grades 3-6 making learning gains decreased. Students need more differentiated instruction.	4.1. Small-group instruction targeting areas of deficiency. A schedule of push-out and push-in tutoring will be established using supplemental materials. Also, Computer-Assisted Instruction (CAI), such as SuccessMaker, Accelerated Reader, and FCAT Explorer will be implemented and used with consistency.	4.1. Principal, Assistant Principal, Reading Coach, and RtI Team.	4.1. Continual monitoring of student progress on teacher-made tests, and CAI data reports. Data chats will be used to determine areas in need of instructional adjustments, to ensure student participation as well as student progress.	4.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT results.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	In grades 3 – 6, 62% (203) of Black students made AYP on the 2010 administration of the FCAT Reading test.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
Black: 62% (203)	Black: 66% (216)

		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	5A.1. Black: Data from the 2010 FCAT indicate that the percentage of Black students in grades 3-6 making learning gains remained the same. Students should be challenged with more higher order thinking strategies.	5A.1. The RtI Team will analyze the 2010 FCAT data and determine the students in need of higher order thinking skills and place them in the appropriate intervention program.	5A.1. Principal, Assistant Principal, Reading Coach, and RtI Team.	5A.1. Continual monitoring of student progress on teacher-made tests, and CAI data reports. Data chats, disaggregated to reflect the performance of Black students, will be used to determine areas in need of instructional adjustments, to ensure student participation as well as student progress.	5A.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	In grades 3 – 6, 55% (51) of ELL students made AYP on the 2010 administration of the FCAT Reading test.

Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
55% (51)	60% (56)

		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	5B.1. Data from the 2010 FCAT indicate that the percentage of ELL students in grades 3-6 making AYP increased. Students lack vocabulary skills necessary to meet grade level expectations and become successful readers.	5B.1. Plan differentiated instruction using ELL resources from Houghton Mifflin, as well as technology tailored to the needs of bilingual students.	5B.1. Principal, Assistant Principal, Reading Coach, ELL Chairperson, and RtI Team.	5B.1. Continual monitoring of student progress on teacher-made tests, and CAI data reports. Data chats, disaggregated to reflect the performance of ELL students, will be used to determine areas in need of instructional adjustments, to ensure student participation as well as student progress.	5B.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	

Reading Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 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:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	In grades 3 – 6, 61% (225) of Economically Disadvantaged students made AYP on the 2010 administration of the FCAT Reading test.

Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
61% (225)	65% (240)

| | 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	5D.1. Data from the 2010 FCAT indicate that the percentage of Economically Disadvantaged students in grades 3-6 making AYP increased. Students still lack parental support in order to reinforce skills learned in school and help with home learning.	5D.1. Conduct parent workshops addressing areas where parents can assist in their children's educational endeavors, such as absences and tardies, and home learning assistance.	5D.1. Principal, Assistant Principal, Reading Coach, and RtI Team.	5D.1. Continual monitoring of parental sign-in sheets taken at open house, conferences, and parent meetings.	5D.1. District Interim Assessments; FAIR data; Progress Monitoring Reporting Network (PMRN); 2011 FCAT results.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Sunshine State Standards (NGSSS)	K – 6 Reading	Reading Coach	K – 6 Special Area Teachers	August 2010 – May 2011	Interim Assessment Data	Principal Assistant Principal Reading Coach
Accelerated Reader	2 – 6 Reading	Reading Coach/Media Specialist	2 – 6 Classroom Teachers	August 2010 – September 2010	AR reports	Principal Assistant Principal Reading Coach Media Specialist
FCAT Explorer	2 – 6 Reading	Media Specialist	2 – 6 Classroom Teachers	August 2010 – May 2011	FCAT Explorer reports	Principal Assistant Principal Reading Coach
Refresher RtI Strategies	K – 6 Reading	Reading Coach	K – 6 Classroom Teachers	August 2010	Grade level meetings RtI Folders	Principal Assistant Principal Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Areas 1 – 5	Push-in tutoring by paraprofessional/ resource teacher to review strategies	Title I	$3,420.00
		Subtotal: $3,420.00	
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
Tutoring		EESAC	$1,000.00
		Subtotal: $1,000.00	
		Grand Total: $4,420.00	

End of Reading Goals

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:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	In grades 3 – 6, 29% (120) of students achieved proficiency on the 2010 administration of the FCAT Mathematics test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
29% (120)	31% (129)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Data from the 2010 FCAT Mathematics test indicate a decrease in proficiency in both Number Sense and Data Analysis. Students lack prior knowledge and computation skills necessary to solve these problems.	1.1. Provide contexts for mathematical exploration and the development of student understanding of numbers and operations by supporting the use of manipulatives and engaging opportunities for practice. Teachers will provide students with grade level-appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line-plots from data and use them to solve problems; foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations; and the use of models, place value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	1.1. Principal, Assistant Principal, and RtI Team.	1.1. Continuous monitoring of assessment results focused on Number Sense, Data Analysis, Geometry, Algebraic Thinking and Measurement.	1.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics 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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	In grades 3 – 6, 30% (124) of students achieved above proficiency on the 2010 administration of the FCAT Mathematics test. Our goal for the 2010 – 2011 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 32%.

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
30% (124)	32% (133)

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 2010 FCAT Mathematics test indicate a decrease in proficiency in both Number Sense and Data Analysis. Students lack practice with moderate and high complexity questions.	Provide students with a varied range of cognitive complexity problems appropriate for students.	Principal, Assistant Principal, and RtI Team	2.1. Continuous monitoring of assessment results focused on Number Sense and Data Analysis.	2.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics 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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	In grades 3 – 6, 55% (145) of students made learning gains on the 2010 administration of the FCAT Mathematics test. Our goal for the 2010 – 2011 school year is to increase students achieving learning gains by 10 percentage points to 65%.

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
55% (145)	65% (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
1	3.1. Data from the 2010 FCAT indicate that students in grades 3-6 making learning gains decreased. Students lack basic computation skills	3.1. Devote more time to basic computation skills in the earlier grades, as per the New Generation Sunshine State Standards (NGSSS) using spiral review and problem of the day. Teachers will also plan small-group instruction targeting areas of deficiency. Computer-Assisted Instruction (CAI), such as SuccessMaker, BrainPop, GIZMO, and FCAT Explorer will be implemented and used with consistency.	3.1. Principal, Assistant Principal, and RtI Team.	3.1. Continual monitoring of CAI data reports, making instructional adjustments as necessary, to ensure student participation as well as student progress.	3.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics 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. Percentage of students in Lowest 25% making	In grades 3 – 6, 58% (38) of students in the lowest 25%

learning gains in mathematics Mathematics Goal #4:	made learning gains on the 2010 administration of the FCAT Mathematics test. Our goal for the 2010 – 2011 school year is to increase the lowest 25% achieving learning gains by 10 percentage points to 68%.	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*	
58% (38)	68% (45)	

	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	4.1. Data from the 2010 FCAT indicate that students in the Lowest 25% in grades 3-6 making learning gains decreased. Students lack multiplication and division skills.	4.1. A schedule of push-out and push-in tutoring will be established using supplemental materials. Also, Computer-Assisted Instruction (CAI), such as SuccessMaker, BrainPop, GIZMO, and FCAT Explorer, will be implemented and used with consistency.	4.1. Principal, Assistant Principal, and RtI Team	4.1. Continual monitoring of student progress on teacher-made tests, and CAI data reports. Data chats will be used to determine areas in need of instructional adjustments, to ensure student participation as well as student progress.	4.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics 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 applicable subgroup(s):		
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	In grades 3 – 6, 61% (200) of Black students made AYP on the 2010 administration of the FCAT Mathematics test.	
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		
2010 Current Level of Performance:*	2011 Expected Level of Performance:*	
Black: 61% (200)	Black: 65% (213)	

	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	5A.1. Black: Data from the 2010 FCAT indicate that the percentage of Black students in grades 3-6 making learning gains increased. Students lack skills to stimulate higher order thinking skills.	5A.1. The RtI Team will analyze the 2010 FCAT data and determine the students in need of intervention and place them in the appropriate intervention program and also provide enrichment materials.	5A.1. Principal, Assistant Principal, and RtI Team.	5A.1. Continual monitoring of student progress on teacher-made tests. Data chats, disaggregated to reflect the performance of Black students, will be used to determine areas in need of instructional adjustments, to ensure student participation as well as student progress.	5A.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics 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 subgroup:	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	In grades 3 – 6, 61% (57) of ELL students made AYP on the 2010 administration of the FCAT Mathematics test.

Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
61% (57)	65% (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	5B.1. Data from the 2010 FCAT indicate that the percentage of ELL students in grades 3-6 making AYP increased. Students continue to lack math vocabulary skills.	5B.1. Determine the instructional needs of ELL students based on 2010 FCAT and CELLA data. Plan differentiated instruction using ELL resources from Houghton Mifflin, as well as technology tailored to the needs of bilingual students.	5B.1. Principal, Assistant Principal, ELL Chairperson, and RtI Team.	5B.1. Continual monitoring of student progress on teacher-made tests, and CAI data reports. Data chats, disaggregated to reflect the performance of ELL students, will be used to determine areas in need of instructional adjustments, to ensure student participation as well as student progress.	5B.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics 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 subgroup:	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	

Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance:*	2011 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:	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	In grades 3 – 6, 62% (229) of Economically Disadvantaged students made AYP on the 2010 administration of the FCAT Mathematics test. Our goal for the 2010 – 2011 school is to increase proficiency by 4 percentage points to 66%.	

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
62% (229)	66% (244)

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	5D.1. Data from the 2010 FCAT indicate that the percentage of Economically Disadvantaged students in grades 3-6 making AYP increased. Students still need more parental involvement and parental collaboration with classroom teachers.	5D.1. Conduct parent workshops addressing areas where parents can assist in their children's educational endeavors, such as absenses and tardies, and home learning assistance.	5D.1. Principal, Assistant Principal, and RtI Team	5D.1. Continual monitoring of parental sign-in sheets taken at open house, conferences, and parent workshops	5D.1. District Interim Assessments; Math Mini-Skills Assessments; 2011 FCAT Mathematics Assessment results.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Sunshine State Standards (NGSSS) • Unveiling benchmarks and Item Specifications	K – 6 Mathematics	Math Grade Level Chairperson	K – 6 Classroom Teachers	August 2010 – May 2011	Interim Assessment Results	Principal Assistant Principal RtI Team Leaders
BrainPop • How to analyze and interpret data	3 – 6 Mathematics	Math Grade Level Chairperson	Grades 3 – 6 Classroom/Math Teachers	August 2010 – September 2010	BrainPop Assessment Results	Principal Assistant Principal RtI Team Leaders
Refresher RtI Strategies	K – 6	Math Grade Chairperson	K – 6 Classroom Teachers	August 2010	Grade Level Meetings RtI Folders	Principal Assistant Principal

SuccessMaker • How to pull reports, analyze and interpret data.	K – 6 Math	K – 6 Classroom Teachers and Computer Tech	K – 6 Classroom Teachers and Computer Tech	August 2010 – May 2011	SuccessMaker reports	Principal Assistant Principal RtI Team Leaders
FCAT Explorer • How to create classes, pull reports, analyze and interpret data.	K – 6 Math	2 – 6 Classroom Teachers and Math Grade Chairperson	2 – 6 Classroom Teachers	August 2010 – May 2011	FCAT Explorer reports	Principal Assistant Principal RtI Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1 – 5	Push-in tutoring by paraprofessional/ resource teacher to review strategies	Title I Funds	$3,420.00
		Subtotal: $3,420.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1 – 5	BrainPop is a computer program that instructs, tests, and corrects students in math.	School Based	$1,800.00
		Subtotal: $1,800.00	
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
Tutoring		EESAC	$1,000.00
		Subtotal: $1,000.00	
		Grand Total: $6,220.00	

End of Mathematics Goals

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:	
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	In grade 5, 22% (23) of students achieved proficiency on the 2010 administration of the FCAT Science test. This represents a decrease of 15% compared to 46% who achieved proficiency in 2009.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
22% (23)	25% (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	1.1. Data from the 2010 FCAT Science test indicate a decrease in proficiency in both Life/Environmental Sciences and Scientific Thinking among 5th grade students. Students lack hands-in experience.	1.1. Provide students with an experience of inquiry-based, hands-on problem-solving activities through the use of the science lab, culminating in schoolwide implementation of a science fair.	1.1. Principal, Assistant Principal, and RtI Team.	1.1. Continuous monitoring of results of assessments that are focused on Life/Environmental Sciences and Scientific Thinking.	1.1. District Interim Assessments; Science Mini-Skills Assessments; 2011 FCAT Science 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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	In grade 5, 9% (10) of students achieved above proficiency on the 2010 administration of the FCAT Science test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
9% (10)	13% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Data from the 2010 FCAT Science test indicate a decrease in proficiency in both Life/Environmental Sciences and Scientific Thinking among 5th grade students. Students lack higher order thinking skills.	2.1. Provide students with an experience of higher order thinking, and hands-on problem-solving activities through the use of the science lab, culminating in schoolwide implementation of a science fair.	2.1. Principal, Assistant Principal, Science Teacher, and RtI Team	2.1. Continuous monitoring of results of assessments that are focused on Life/Environmental Sciences and Scientific Thinking.	2.1. District Interim Assessments; Science Mini-Skills Assessments; 2011 FCAT Science Assessment results.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
						Principal

Scientific Method	K – 6 Science	5th Grade Science Chairperson	K – 6 Classroom Teachers/Science Teachers	August 2010	Monitoring of Target Dates for Science Fair	Assistant Principal 5th Grade Science Chairperson
Refresher RtI Strategies	K – 6	Science Grade Chairperson	K – 6 Classroom Teachers	August 2010	Grade Level Meetings RtI Folders	Principal Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1 – 2	Push-in tutoring by paraprofessional/ resource teacher to review strategies	Title I Funds	$3,420.00
			Subtotal: $3,420.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1 – 2	BrainPop is a computer program that instructs, tests, and corrects students in science.	School Based	$1,800.00
			Subtotal: $1,800.00
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
Tutoring		EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $6,220.00

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:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	In grade 4, 93% (86) of students achieved proficiency on the 2010 administration of the FCAT Writing test. Our goal for the 2010 – 2011 school year is to increase the percentage of students achieving at or above proficiency from 93% to 94%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
93% (86)	94% (87)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Data from the 2010 FCAT Writing test indicate a decrease in proficiency in providing supporting details and using enhanced vocabulary among 4th grade students when writing a narrative essay.	Students will use the writing process daily; all writing will be dated, and recorded in a journal for monitoring of growth over time. Students will be equipped with the skills to revise and edit for providing supporting details and using enhanced vocabulary. Students will compare and contrast differences between rough drafts and finished products.	Principal, Assistant Principal, Reading Coach, and RtI Team.	Student journals will guide data chats with administration on a monthly basis. Classroom walkthroughs by administration with attention to lesson plans and journals. Student writing samples will be reviewed and scored biweekly by classroom teachers.	Monthly progress monitoring and results of the 2011 FCAT Writing test; progress evidence between the pretest and midyear prompts; and scored writing samples will be used to determine progress.

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	

Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	

Writing Goal #2B: English Language Learners (ELL)	

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	

Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	

Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Sunshine State Standards (NGSSS) and the writing process	K-6	Reading Coach	School-wide	August 2010-May 2011	District Pre- and Post-Assessment Results	Principal, Assistant Principal, Reading Coach
RtI	K-6	RtI Leadership Team	School-wide	August 2010-May 2011	District Pre- and Post-Assessment Results	Principal, Assistant Principal, Reading Coach

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:	A review of 2009-2010 attendance data indicates that the Average Daily Attendance Rate was 96.07% (758), our goal for the 2010-2011 school year is to increase our average attendance rate to 95.57% (762).
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*

96.07% (758)	96.57% (762)
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
151	143
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
220	209

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. District school buses do not serve our school. The new school starting times will affect tardies.	The school's Community Involvement Specialist (CIS) will contact parents of students who show patterns of excessive absences/tardies after the first two weeks of school. Administration will challenge homerooms to have the most days of perfect attendance.	Administration, CIS.	Administrators will review attendance logs as well as CIS contact logs on a biweekly basis.	1.1. Daily attendance roster.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Review Committee	K – 6	Guidance Community Involvement Specialist	All Teachers and Clerical Staff	August 2010 – June 2011	Bimonthly review of attendance reports. Cognos Attendance Reports.	Principal Assistant Principal Guidance Counselor

Attendance Budget:

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

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

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:	A review of the 2009 – 2010 suspension data indicates that there were 78 Out-of-School suspensions with 56 students being suspended Out-of-School. Our expected number of Out-of-School suspensions in the 2010-2011 school year is 70 and our expected number of students suspended Out-of-School is 50..
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
0	0
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
0	0
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
78	70
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
56	50

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Students must have an understanding of the Code of Student Conduct and be aware of the school wide discipline plan, including the positive reinforcement incentives as well as the consequences for their actions. Certain cases may necessitate the attention of the RtI process.	The guidance counselor will visit classrooms on a rotating basis to discuss the Code of Student Conduct as well as the parameters of the discipline plan. Teachers will reinforce the discipline plan through their classroom management strategies. Teachers will also utilize parent contact in order to offset the potential for disruptive behavior. We hope to achieve this goal utilizing the Code of Student Conduct, a school wide discipline plan, guidance services, RtI strategies and before-school/after-school study hall.	Administration Guidance Counselor RtI Team	Bimonthly monitoring of Student Case Management Forms, review of guidance lesson plans.	Bimonthly review of Cognos suspension reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct Review	K – 6 Special Area Teachers	Student Services	School-Wide	August 2010 – June 2011	Bimonthly review of Student Case Management reports. Cognos reports on suspensions.	Principal Assistant Principal
Classroom Management Strategies	K – 6 Special Area Teachers	Grade Level Chairpersons	School-wide, by grade level	August 2010 – June 2011	Bimonthly review of Student Case Management reports. Cognos reports on suspensions.	Principal Assistant Principal

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* 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. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2009-2010 school year.*	
2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*
2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention 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 Dropout Prevention 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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	A review of the 2009 – 2010 parental involvement data indicates 66% of parents responded to school wide programs and meetings. Our goal for the 2010-2011 school year is to increase our average parent involvement rate by 1 percentage point.
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
66%	67%

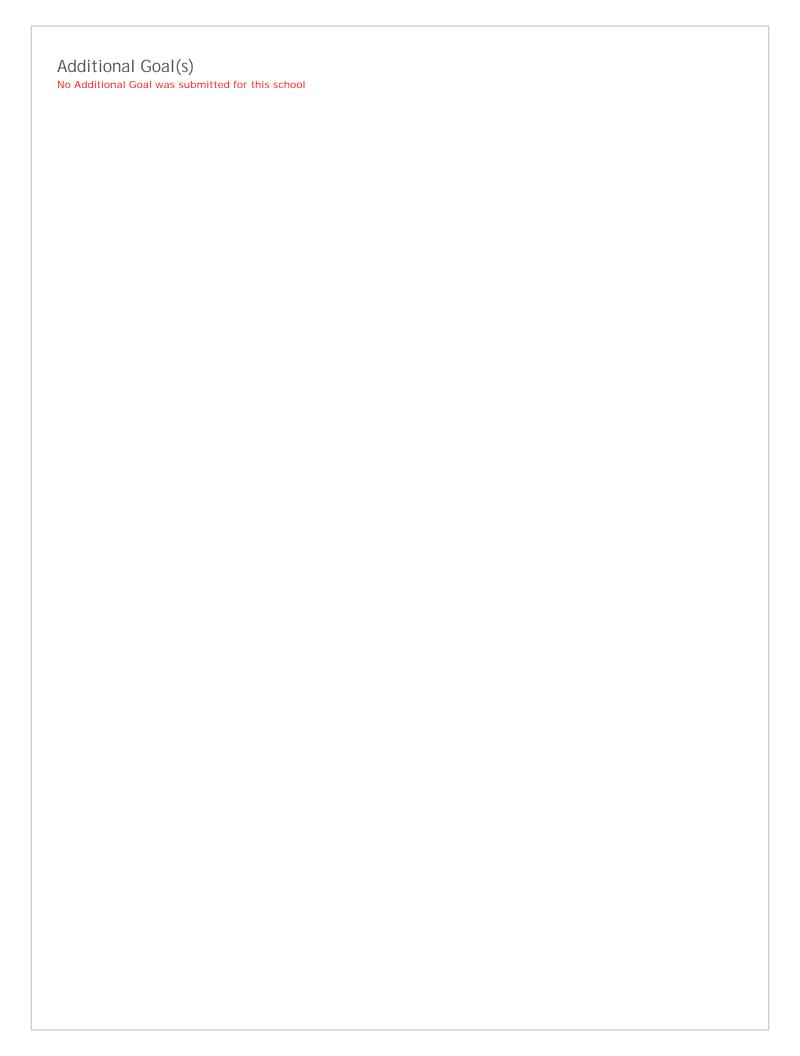| Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Promoting parent involvement as a crucial factor in student success. Parents work schedule does not	1.1. The school will offer meetings before and after school, use of Connect-Ed messaging system, and maintain	1.1. Principal, selected school staff, and Community Involvement Specialist (CIS).	1.1. Review parent telephone logs, collect participation data, tally parental involvement, monthly school and	1.1. Parent attendance sign-in sheets, Title I Administration parental

| 1 | permit them to attend school meetings. | parental logs and activity reports. | | activity reports. | involvement monthly school reports, Title I Administration parental involvement monthly activity reports. |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bilingual Parent Outreach Program (BPOP)	K-6	CIS/District	Parents	September 2010-May 2011	Review sign-in sheets for parent participation	Principal, Assistant Principal, CIS
Reading, Math, and Science Strategies	K-6	Rti Team, Reading Coach, and Science Chairperson	Parents	September 2010-May 2011	Review sign-in sheets for parent participation	Principal, Assistant Principal, Reading Coach, RtI Team
Title I Orientation	K-6	CIS	Parents	September 2010	Review sign-in sheets for parent participation	Principal, Assistant Principal, CIS

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
Goal Area 1	Title I Orientation to provide in-services to parents in collaboration with the classroom teacher	School-Based	$5,075.00
			Subtotal: $5,075.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,075.00

End of Parent Involvement 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	Goal Areas 1 – 5	Push-in tutoring by paraprofessional/ resource teacher to review strategies	Title I	$3,420.00
Mathematics	Goal Area 1 – 5	Push-in tutoring by paraprofessional/ resource teacher to review strategies	Title I Funds	$3,420.00
Science	Goal Area 1 – 2	Push-in tutoring by paraprofessional/ resource teacher to review strategies	Title I Funds	$3,420.00
				Subtotal: $10,260.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Goal Area 1 – 5	BrainPop is a computer program that instructs, tests, and corrects students in math.	School Based	$1,800.00
Science	Goal Area 1 – 2	BrainPop is a computer program that instructs, tests, and corrects students in science.	School Based	$1,800.00
				Subtotal: $3,600.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement	Goal Area 1	Title I Orientation to provide in-services to parents in collaboration with the classroom teacher	School-Based	$5,075.00
				Subtotal: $5,075.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring		EESAC	$1,000.00
Mathematics	Tutoring		EESAC	$1,000.00
Science	Tutoring		EESAC	$1,000.00
Attendance				$0.00
				Subtotal: $3,000.00
				Grand Total: $21,935.00

Differentiated Accountability
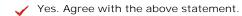
School-level Differentiated Accountability Compliance

ꭻ Intervene	ꭻ Correct II	ꭻ Prevent II	**ꭻ** Correct I	ꭻ Prevent I	ꭻ NA

Show Attached School's Differentiated Accountability Checklist of Compliance (Uploaded on 10/8/2010 4:22:05 PM)

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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	$500.00
Tutoring	$3,170.00

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

Educational Excellence School Advisory Council will meet on a monthly basis with the primary purpose of implementing and supporting the components of the School Improvement Plan. The Council also makes determinations on the best use of appropriating EESAC funds.

AYP DATA

SCHOOL GRADE DATA

Dade School District
HUBERT O. SIBLEY ELEMENTARY SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	90%	51%	268	Writing and Science: Takes into account the % scoring 3.5 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	72%	70%			142	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?	71% (YES)	68% (YES)			139	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.
Points Earned					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
HUBERT O. SIBLEY ELEMENTARY SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	50%	83%	16%	204	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	48%			106	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.
Points Earned					418	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District
HUBERT O. SIBLEY ELEMENTARY SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	54%	85%	26%	219	Writing and Science: Takes into account the % scoring 3.5 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	62%	62%			124	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?	69% (YES)	71% (YES)			140	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.
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 |