

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MOLLIE RAY ELEMENTARY

District Name: Orange

Principal: Lorrie Butler

SAC Chair: LaQuanda Fedrick

Superintendent: Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/29/2013

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
		BA- Elementary Education, University			Mollie Ray 2011-2012: Grade D, Reading mastery-29%; Math mastery-43%; Writing mastery-68%; Science mastery-26%. Mollie Ray 2010-2011: Grade C, Reading mastery-58%; Math mastery-61%; Writing mastery-85%; Science mastery-39%. AYP-85%. Principal of Cheney Elementary from 2001-until August, 2009. 2009-2010: Grade A, Reading mastery-73%; Math mastery-76%; Writing mastery-64%; Science mastery-32%. AYP-77%. All subgroups did not make AYP in either Reading or Math. 2008-2009: Grade B, Reading mastery: 69%; Math mastery: 69%, Science mastery: 26%. AYP: 72%. Hispanic, Economically Disadvantaged, ELL and SWD

Principal	Lorrie Butler	of Central Florida; Masters: Educational Leadership, University of Central Florida; Doctorate in Education, University of Central Florida. Principal Certification-State of Florida ESOL Certification - State of Florida	3	15	<p>did not make AYP in reading. White, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in math. 2007-2008: Grade B, Reading mastery: 72%; Math mastery: 67%, Science mastery: 38%. AYP: 95%. SWD did not make AYP in reading or math. 2006-2007: Grade B, Reading mastery: 74%; Math mastery: 65%, Science mastery: 32%. AYP: 72%. Hispanic, Economically Disadvantaged, ELL and SWD</p> <p>did not make AYP in reading or math. 2005-2006: Grade A, Reading mastery: 78%; Math mastery: 70%. AYP: 82%. ELL and SWD did not make AYP in reading. Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in math. 2004-2005: Grade A, Reading mastery: 79%; Math mastery: 68%. AYP: 93%. SWD</p> <p>did not make AYP in reading. ELL did not make AYP in math. 2003-2004: Grade B, Reading mastery: 67%; Math mastery: 60%. AYP: 80%. ELL and SWD did not make AYP in reading. ELL and SWD did not make AYP in math. 2002-2003: Grade A, Reading mastery: 67%; Math mastery: 55% 2001-2002: Grade C, Reading mastery: 55%; Math mastery: 47%.</p>
Assis Principal	Sara Bigalke	BS in Communication Studies and Political Science, Northwestern University; M.A.T., Dominican University; Ed. S. in Educational Leadership, Nova Southeastern University.	2	2	<p>Mollie Ray 2011-2012: Grade D, Reading mastery-29%; Math mastery-43%; Writing mastery-68%; Science mastery-26%. Math Coach at Lake Weston Elementary 2010-2011: Grade A, Reading Mastery 59%; Math Mastery 69%; AYP: 85%. Black, Hispanic, ELL, and ED students did not meet AYP in Reading. ELL students did not meet AYP in Math.</p>

## 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)
CRT	Tricia Rowe	B.S./M.A.T, University of Florida Elementary K-6 ESOL	2	3	<p>Mollie Ray 2011-2012: Grade D, Reading mastery-29%; Math mastery-43%; Writing mastery-68%; Science mastery-26%. Tangelo Park 2010-2011: Grade A, Reading mastery-86%; Math mastery-83%; Writing mastery-98%; Science mastery-64%. AYP-100%.</p>
Academic Coach	Jennifer Petit-Frere	Elementary Ed 1-6 Elementary Ed, BA Masters in Curriculum and Instruction with a Specialization in Computer Education	2	2	<p>Mollie Ray 2011-2012: Grade D, Reading mastery-29%; Math mastery-43%; Writing mastery-68%; Science mastery-26%. Mollie Ray 2010-2011: Grade C, Reading mastery-58%; Math mastery-61%; Writing mastery-85%; Science mastery-39%. AYP-85%.</p>
Reading	Jennifer Van Allen	Elementary K-6 ESOL K-12	3	3	<p>Mollie Ray 2011-2012: Grade D, Reading mastery-29%; Math mastery-43%; Writing mastery-68%; Science mastery-26%. 2010-2011: Grade C, Reading mastery-58%; Math mastery-61%; Writing mastery-85%; Science mastery-39%. AYP-85%.</p>

## 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. Maintaining Highly Qualified staff	Principal; Assistant Principal	On-going	n/a all instructional staff at a Title I school must be highly qualified
2	2. Pairing of veteran teachers with new teachers	Assistant Principal	On-going	n/a all instructional staff at a Title I school must be highly qualified
3	3. Bi-monthly meetings with new teachers	Leadership Team	On-going	n/a all instructional staff at a Title I school must be highly qualified

### 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
4% (2)	These instructors will be given mentor teachers. They will receive support by leadership team members in planning, classroom management, and content specific instructional strategies.

### 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
47	17.0%(8)	34.0%(16)	38.3%(18)	10.6%(5)	34.0%(16)	0.0%(0)	10.6%(5)	0.0%(0)	48.9%(23)

### 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
Tricia Rowe	Mikela Rodrigues	Mrs. Rowe is the assigned Leadership Team member for the grade level. She will be able to coach Ms. Rodrigues with curriculum and grade level specific support.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
		As the Reading	

Jennifer Van Allen	Amanda Monick	Coach and a former 2nd grade teacher, Ms. Van Allen will be able to support both curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Jessica Myers	Kristen Reilly	Ms. Myers and Ms. Reilly worked closely together last year. As an experienced teacher, Ms. Myers will constantly communicate and collaborate with Ms. Reilly.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Gina Messenger	Kelley Black	Ms. Messenger and Ms. Black worked closely together last year. As an experienced teacher, Ms. Messenger will constantly communicate and collaborate with Ms. Black.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Tricia Rowe	Alisha Champ	As the CRT and a former 2nd grade teacher, Ms. Rowe will be able to support both curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Erin Gallagher	Allie Graham	As an experienced teacher and the 1st grade team leader, Ms. Gallagher will constantly communicate and collaborate with Ms. Graham.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Erin Gallagher	Calslynn Slydell	As an experienced teacher and the 1st grade team leader, Ms. Gallagher will constantly communicate and collaborate with Ms. Slydell.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Sinya Wilson	Mellisa Taylor	Ms. Wilson has taught at Mollie Ray three years successfully, and as a 4th grade team member of Ms. Taylor's, will be able to communicate, collaborate, and support curriculum and	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.

		classroom structure.	
Sinya Wilson	Ebonye Redding	Ms. Wilson has taught at Mollie Ray three years successfully, and as a 4th grade team member of Ms. Redding's, will be able to communicate, collaborate, and support curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Tricia Rowe	Regina Bridges	As the CRT, Ms. Rowe will be able to support both curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Jennifer Van Allen	Kelsey Rios	As the Reading Coach, Ms. Van Allen will be able to support both curriculum and classroom structure. Ms. Rios has several years teaching experience but has never taught Reading. Ms. Van Allen will be an essential resource for Ms. Rios.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Jennifer Petit-Frere	Amy Brown	As the Academic Coach, Ms. Petit-Frere will be able to support both curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Jennifer Petit-Frere	NaTasha Head	As the Academic Coach, Ms. Petit-Frere will be able to support both curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Jennifer Petit-Frere	Melissa Carpenter	As the Academic Coach, Ms. Petit-Frere will be able to support both curriculum and classroom structure.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Erica Dail	Mary Cortellini	Ms. Dail has taught at Mollie Ray three years successfully, and will be able to communicate, collaborate, and support curriculum	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.

		and classroom structure.	
Sara Bigalke	Kiersten Holgash	Ms. Bigalke is a former 5th grade teacher and Math Coach. As Assistant Principal, she will be able to support curriculum, classroom structure, planning, data analysis, and FCIM implementation.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.
Sara Bigalke	Mary Ellen Farrell	Ms. Bigalke is a former 5th grade teacher and Math Coach. As Assistant Principal, she will be able to support curriculum, classroom structure, planning, data analysis, and FCIM implementation.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies. Time is given for feedback, coaching and planning.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Mollie Ray Elementary has a Voluntary Pre-Kindergarten unit (VPK) onsite. Funding from Title I will be designated for instructional and curriculum resources and professional development opportunities that will be utilized to increase student achievement. The Neighborhood Center for Families (NCF) is also located on the campus of Mollie Ray Elementary. The NCF is a family-friendly resource that provides children and families with a multitude of valuable services within their communities and is provided by the Citizens' Commission for Children. The ALPHA program is a grant-funded program that provides character education to students in grades K-2.

#### Title I, Part C- Migrant

Mollie Ray does not have any migrant students at this time. If migrant students enroll, we will obtain assistance from the district office.

#### Title I, Part D

N/A

#### Title II

For Title II (State grants improving teacher quality), the U.S. Department of Education developed non-regulatory guidance to explain how State educational agencies, local educational agencies, and State agencies for higher education can effectively use Title II, Part A funds to ensure that all teachers are highly qualified and effective. Mollie Ray Elementary utilizes available Title II funds to obtain substitute teachers, allowing classroom instructors professional development opportunities throughout the school day. This will support grade level collaboration and the implementation of the Next Generation Sunshine State Standards and the Common Core State Standards. Additionally, Title II funds are used to secure training materials and resources for professional development activities. During the 2012-2013 school year, Mollie Ray instructional staff will participate in a book study focused on text complexity. Title II funds may also be used on a consultant to provide professional development for Writing.

#### Title III

The district receives Title III funds which are subsequently distributed to schools to be utilized for instructional materials that support instructional skills and strategies of English Language Learners.

#### Title X- Homeless

The district and school based personnel provide resources such as clothing, school supplies, social services referrals for students identified as homeless (under the McKinney-Vento Act).

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds are used to pay purchase materials to support student learning in reading. Funds may also be used to pay for additional personnel to work with students outside the curriculum block schedule.

#### Violence Prevention Programs

Orange County Public Schools works with the Orlando Police Department and the Orange County Sheriff's Department in the Magic program for 5th grade students to help prevent violence and drug use. Mollie Ray Elementary has an administrative dean to assist students and teachers with behavior and discipline. Mollie Ray Elementary also has the Positive Behavior Support and is a Ruby Payne trained school. The students of Mollie Ray participate in Red Ribbon Week Activities, Cultural Awareness programs, and life skills.

#### Nutrition Programs

Mollie Ray Elementary offers a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. Mollie Ray Elementary maintains a PE department that includes instruction in athletics, dance, and fitness training. Mollie Ray Elementary remains compliant with the 150 minute PE requirement. The P.E. Instructor heads a committee that develops and encourages staff members to incorporate health concepts in their daily routine with our students.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Lorrie Butler, Principal, provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing MTSS.

Jennifer Van Allen, Reading Coach, Designs and implements training on the implementation of progress monitoring, data collection and data analysis and assists with early interventions for students as well as identifies systematic patterns of student need while working with teachers to identify appropriate intervention strategies.

Sara Bigalke, Assistant Principal, ensures that the instructional staff is implementing MTSS.

Linda Jeune, K-2 VE teacher and Staffing Coordinator, provides services and expertise on interventions for individual students.

Vernice Andrews, 3-5 VE teacher, provides services and expertise on interventions for individuals students.

Tricia Rowe, CRT, develops, leads and evaluates school core content for reading and math; identifies and analyzes student achievement data for reading and math.

School Psychologist, participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

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

The MTSS Leadership Team will meet monthly placing a focus on CORE curriculum areas including methods of instruction, school based curriculum, and the classroom setting to continually increase student progress. The team will focus on disaggregation of the data, instructional focus calendar, instructional pacing, differentiated instruction, and prior and current interventions. Members of the MTSS Leadership Team will meet with grade levels to assess the progress of identified students who would benefit from the RtI process or who are already receiving interventions. During the meeting process student data will be disaggregated, recognizing trends in relationship to interventions. The team will also evaluate the effectiveness of the interventions in order to determine continual implementation or modification. The school-based leadership team members will continually monitor lesson plans during lesson plan meetings and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery of service model which addresses academic and behavior concerns. The principal and assistant principal will ensure the collection of data reports and instructional plans. The curriculum resource teacher is responsible for the collection and analysis of the data report that will be provided to the principal and assistant principal, in addition to providing teachers with appropriate data and training on the disaggregation of data. The reading coach and curriculum resource teacher will provide teachers best practices and instructional strategies, in order to increase student achievement. The reading coach and curriculum resource teacher will also assist with monitoring data as well as modeling effective instructional strategies and providing school wide Florida's Continuous Improvement Model professional development in their content area. The staffing specialist will assist in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and materials for students making minimal learning gains.

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?

Members of the MTSS Leadership Team will meet with members of the School Advisory Council to review and implement the School Improvement Plan. During the meetings, the team will address the School Improvement Plan goals and objectives not being met. Based on discussion and review, instructional focus will be adjusted to provide needed professional staff development opportunities that will assist teachers with effective delivery of Tier 1, 2, and 3 instruction/interventions to students.

#### 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.

Reading: FCAT, EDW, FAIR, EduSoft Benchmark Assessments, Imagine It Benchmark Assessments, Accelerated Reading, STAR, SuccessMaker, intervention progress monitoring data  
Math: FCAT, EDW, Edusoft Benchmark Assessment, Pearson enVision Programmatic scores, SuccessMaker, FASTTMath  
Science: EduSoft Benchmark Assessments (4 times per year), Write Score assessment  
Writing: Write Score assessment, School wide Writing prompts  
Behavior: EDW referral data; classroom behavior tracking form

Describe the plan to train staff on MTSS.

Professional development will be provided to staff on the appropriate steps for MTSS – implementation of core to fidelity; intervention for those below grade level and intensive intervention for those who do not demonstrate appropriate academic gains. An initial training will occur during pre-planning and continue throughout the year.

Describe the plan to support MTSS.

Support of MTSS will be provided by the MTSS Leadership Team. Members of the MTSS Leadership Team will meet with grade levels to assess the progress of identified students who would benefit from the RtI process or who are already receiving interventions. Weekly data meetings led by the Principal will provide accountability and communication regarding the implementation of MTSS.



## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Lorrie Butler, Principal  
Sara Bigalke, Assistant Principal  
Jennifer Van Allen, Reading Coach  
Tami Trainor, Media Specialist  
Tricia Rowe, CRT  
Jennifer Petit-Frere, Academic Coach  
Michael Gladden, Dean  
Laurie Thomas, Kindergarten Team Leader  
Erin Gallagher, First Grade Team Leader  
Gabrielle Trees, Second Grade Team Leader  
LaQuanda Fedrick, Third Grade Team Leader  
Allison Zinn, Fourth Grade Team Leader  
Mikela Rodrigues, Fifth Grade Team Leader  
Erica Dail, Third Grade Teacher

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

The Literacy Leadership Team meets monthly and is led by the Principal, Reading Coach and Media Specialist. All information is communicated to classroom teachers via their representative on the LLT, the Team Leader. The LLT insures that the core reading program is implemented with fidelity and is responsible for our progress in the OCPS K-12 Reading Plan.

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

The major initiative of the LLT this year will be to ensure effective implementation of a daily extra hour of instruction for reading enrichment. During the added hour of Reading, students will be grouped by ability, allowing for teaching on the instructional level.  
The LLT will hold a Literacy Night for parents, students, and staff. Instructional staff will participate in book study on text complexity and lesson study in reading and writing. There will also be an incentive program for students who reach their individual goals each quarter in Accelerated Reader.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 8/29/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

Students who attend area day care facilities or participate in Head Start Programs near the school, are invited to visit our campus each spring. Our Pre-K teacher visits each new student that will attend Mollie Ray. All parents are invited to join their son/daughter on campus at Meet the Teacher and during the first day of school to familiarize themselves with school procedures.

### \*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.

NA

### \*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?

NA

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?

NA

## 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](#)

NA

## 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:	All educators at our school will stress improvement in reading as a priority. 16% (43) of the students at Mollie Ray scored at Level 3 on FCAT Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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16% (43) of the students at Mollie Ray scored at Level 3 on FCAT Reading.	23% (62) of the students at Mollie Ray will score at Level 3 on FCAT Reading.
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#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty Implementing CCSS and standards based curriculum	Instructional Staff will in K-2 implement the Common Core State Standards into their lesson plans and instruction as part of their intense focus on student achievement ensuring that all students meet or exceed grade level expectations. Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data; PLC agendas; Benchmark Assessments
2	Increased number of students performing below grade level.	Teachers will actively utilize differentiated instruction through whole group and small group instruction as well as provide 30 minutes of daily intervention. Monitor progress of MTSS students and discuss additional interventions for students. Students needing Tier 3 interventions will be pulled by resource staff for targeted instruction outside the 90 minute reading block and 30 minute daily intervention.	MTSS Leadership Team; Grade Level Teachers	MTSS meetings; Child Study Meetings	FAIR; Edusoft Benchmarks; Core curriculum assessments; student data matrix
3	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the	Principal	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data; PLC agendas; Benchmark Assessments

		coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.			
4	Teachers' lack of knowledge of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills, Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT, PLC meetings, Lesson Plans	CWT data; PLC agendas; Benchmark assessments; FCAT
5	High percentage of students reading below grade level.	Utilize district provided funds to increase the school day for one extra hour of Reading instruction.	Principal	FAIR, Edusoft Benchmark and Mini-Assessments, CWT, Observations, lesson plans, PLC meetings	FAIR data, Edusoft data
6	Lack of vocabulary	Utilize Text Talk in K-2 during the Reading Enrichment hour	Principal, CRT, Reading Coach	ITBS, FAIR, Edusoft Benchmarkds, lesson plans, CWT	ITBS, FAIR, and Edusoft data
7	Poor Reading Fluency	Utilize Quick Reads for Fluency in grades 2-3 during the additional hour of reading instruction.	Principal, CRT, Reading Coach	ITBS, FAIR, Edusoft assessments, lesson plans, CWT	ITBS, FAIR, Edusoft data
8	Need to increase high complexity thinking	Utilize the Comprehension Toolkit for 3-5 during the additional hour of reading instruction.	Principal, CRT, Reading Coach	ITBS, FAIR, Edusoft assessments, lesson plans, CWT	ITBS, FAIR, Edusoft data

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Educators at our school will differentiate instruction so that students that are performing above proficiency will apply comprehension strategies in order to maintain achievement at proficiency or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (32) of the students at Mollie Ray scored Level 4 or 5 on FCAT Reading.	20% (53) of the students at Mollie Ray will score a Level 4 or 5 on FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time and increased need for enrichment.	Strategic differentiated learning centers will be used in each subject to provide enrichment. While students below grade level receive Intervention, students above grade level will receive enrichment daily.	Principal	Data Meetings, Benchmark Tests	Edusoft Benchmark Tests and Mini-Assessments, SuccessMaker, Curriculum Unit Tests
2	Need for data analysis and differentiation.	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal	CWT, PLC meetings, Lesson plans	Edusoft Benchmark Tests and Mini-Assessments, SuccessMaker, Curriculum Unit Tests
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT, PLC meetings, Lesson Plans	Edusoft Benchmark Tests and Mini-Assessments, SuccessMaker, Curriculum Unit Tests

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	65% (175) of the students at Mollie Ray will make Learning
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Reading Goal #3a:	Gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (156) of the students at Mollie Ray made Learning Gains on FCAT Reading.	65% (175) of the students at Mollie Ray will make Learning Gains on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of data analysis and re-teaching.	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal	CWTs, data meetings	CWT data, Edusoft Benchmark Tests and mini-assessments
2	Lack of individualized instruction.	Differentiated learning centers will be implemented to directly target students learning needs.	Principal	CWTs, data meetings	CWT data, Edusoft Benchmark Tests and mini-assessments
3	Lack of standards-based curriculum	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	CWT, PLC meetings, Lesson Plans	CWT data, Edusoft Benchmark Tests and mini-assessments
4	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT, PLC meetings, Lesson Plans	CWT data, Edusoft Benchmark Tests and mini-assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Educators at our school will stress improvement in reading as a priority. Students in the lowest 30% will be placed in an intervention group. We will utilize the OPCS district assessment tools for measuring, monitoring and forecasting student progress with emphasis on the use of Benchmark testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (53) of the students in the Lowest 25% made Learning Gains on FCAT Reading.	83% (56) of the students in the Lowest 25% will make Learning Gains on FCAT Reaing.

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	High percentage of students below grade level.	Teachers will actively utilize differentiated instruction through whole group and small group instruction as well as provide 30 minutes of daily intervention. Monitor progress of MTSS students and discuss additional interventions for students. Students needing Tier 3 interventions will be pulled by resource staff for targeted instruction outside the 90 minute reading block and 30 minute daily intervention.	Principal, Leadership Team	CWT, Data Meetings, MTSS problem solving meetings	CWT data, Edusoft Benchmark Tests and mini-assessments, curriculum assessments
2	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	CWT, PLC meetings, Data Meetings	CWT data, Edusoft Benchmark Tests and mini-assessments, curriculum assessments

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%.	<p>Reading Goal #</p> <p>In order to reduce our reading achievement gap by 50%, ambitious goals have been established for the upcoming school years. Each year achievement will increase as we reach these measurable objectives. Our 2012-2013 goal is</p>
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40% (107)	45% (113)	51%	56%	62%	

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:	28% (66) of our Black Students scored on or above grade level in Reading in 2012. 55% (129) of our Black students will be below grade level in Reading in 2013. 30% (6) of our Hispanic students scored on or above grade level in Reading in 2012. 56% (13) of our Hispanic students will be below grade level in Reading in 2013. There are fewer than 10 students in the White, Asian, and American Indian subgroups at Mollie Ray.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (168) of our Black students were below grade level in Reading in 2012. 70% (14) of our Hispanic students were below grade level in Reading in 2012. There are fewer than 10 students in the White, Asian, and American Indian subgroups at Mollie Ray.	55% (120) of our Black students will be below grade level in Reading in 2013. 56% (13) of our Hispanic students will be below grade level in Reading in 2013. There are fewer than 10 students in the White, Asian, and American Indian subgroups at Mollie Ray.

**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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data; PLC meeting agendas; Benchmark Assessments
2	Lack of standards-based curriculum.	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	Classroom Walk Throughs (CWT); Data Meetings; Professional Learning Community meetings; Lesson Plans	CWT data; PLC meeting agendas; Benchmark Assessments
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	Classroom Walk Throughs (CWT); Data Meetings; Professional Learning Community meetings; Lesson Plans	CWT data; PLC meeting agendas; Benchmark Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	34% (13) of Mollie Ray ELL students scored on or above grade level on the 2012 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:



66% (26) of ELL students scored below grade level on the 2012 FCAT Reading.	48% (21) of ELL students will score below grade level on the 2013 FCAT Reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments
2	Lack of standards-based curriculum	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	3% of the Students With Disabilities scored on or above grade level in reading on the 2012 FCAT. 23% of the Students With Disabilities will score on or above grade level on the 2012 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% of the Students With Disabilities scored below grade level in reading on the 2012 FCAT.	77% of the Students With Disabilities will score below grade level on the 2012 FCAT Reading.

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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments

2	Teachers' lack of strategies to differentiate instruction for Students With Disabilities	PD: Deconstructing the Standards, Differentiation  Implement the coaching cycle to ensure all teachers will incorporate strategies for SWD in their instructional program.	Leadership Team	CWT; weekly data meetings; lesson plan review; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments; lesson plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	30% of our Economically Disadvantaged students are on grade level in Reading, based upon FCAT 2012. 55% of our Economically Disadvantaged students will be below grade level in Reading on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of our Economically Disadvantaged students are below grade level in Reading based on FCAT 2012.	55% of our Economically Disadvantaged students will be below grade level in Reading on FCAT 2013.

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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	Classroom Walk Throughs; Data Meetings; Professional Learning Communities	CWT data; PLC meeting agendas; Benchmark Assessments
2	Lack of standards-based curriculum.	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership team	Classroom Walk Throughs; Data Meetings; Professional Learning Communities	CWT data; PLC meeting agendas; Benchmark Assessments
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	Classroom Walk Throughs; Data Meetings; Professional Learning Communities	CWT data; PLC meeting agendas; Benchmark Assessments

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
Florida Continuous Improvement Model	K-5	CRT	All teachers	August	Weekly Data Meetings, Weekly PLC Meetings, FAIR data, Edusoft data, Imagine It! assessment data	Principal, AP, Reading Coach
Book Study on Text Complexity	K-5	Reading Coach	All teachers	September-December	Weekly Data Meetings, Weekly PLC Meetings, FAIR data, Edusoft data, Imagine It! assessment data	Principal, AP, Reading Coach
Workshops/Centers	K-5	Reading Coach, CRT	All teachers	September	Weekly Data Meetings, Weekly PLC Meetings, FAIR data, Edusoft data, Imagine It! assessment data	Principal, AP, Reading Coach
Lesson Study	K-5	AP, Reading Coach	Order: 4, 3, 2, 1, 5, KG	Ongoing	Weekly Data Meetings, Weekly PLC Meetings, FAIR data, Edusoft data, Imagine It! assessment data, Lesson Plans	Principal, AP, Reading Coach
Imagine It!	K-5	Reading Coach	All teachers	August	Weekly Data Meetings, Weekly PLC Meetings, FAIR data, Edusoft data, Imagine It! assessment data	Principal, AP, Reading Coach
Thinking Maps	K-5	Reading Coach, AP	All teachers	October	Weekly Data Meetings, Weekly PLC Meetings, FAIR data, Edusoft data, Imagine It! assessment data	Principal, AP, Reading Coach
Guided Reading book study	3-5	Reading Coach, AP	3-5 teachers	March	book study agendas, minutes, CWT	Principal, AP, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
One hour daily Reading Enrichment added to the school day.	Text Talk (grades K-2) Quick Reads (grades 2-3) Comprehension Toolkit (grades 3-5)	SAI	\$23,000.00
			Subtotal: \$23,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$23,000.00

## 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:			50% (35) of students will score Proficient on the Listening/Speaking part of the 2013 CELLA.		
2012 Current Percent of Students Proficient in listening/speaking:					
39% (28) of Mollie Ray ELL students are currently Proficient in Listening/Speaking as evidenced by the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time for direct language instruction	Paraprofessional support for ELL students will be provided.	Principal	CELLA results	CELLA
2	Language Barrier with students and parents	Provide a translator for all meetings, and hold quarterly PLC meetings for ELL parents.	Principal, AP	PLC meeting minutes, Annual Parent Survey	Survey responses

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:			40% (28) of Mollie Ray ELL students will score Proficient on the Reading section of the 2013 CELLA.		
2012 Current Percent of Students Proficient in reading:					
26% (18) of Mollie Ray ELL students are currently Proficient in Reading as evidenced by the 2012 CELLA.					
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	Need for differentiated support for Reading	Daily, teachers will provide core instruction, work with small groups in differentiated learning centers, and provide interventions to struggling students.	Principal, Reading Coach	FAIR data, CELLA results	FAIR, CELLA
2	There is a high percentage of ELL students performing below grade level in Reading.	Teachers will incorporate ELL strategies into all lesson plans and will receive PD on ELL strategies, HOTS and deconstructing the standards.	Principal, Reading Coach	lesson plans, PLC minutes	FAIR, CELLA, FCAT

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

3. Students scoring proficient in writing.

CELLA Goal #3:

30% (21) of Mollie Ray ELL students will score Proficient on the Writing section of the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

21% (15) of Mollie Ray ELL students are currently Proficient in Writing as evidenced by the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Writing support for ELL students	Implement Interactive Writing in K-2 and core Writing programs in 3-5. Implement the coaching cycle to provide modeling and ensure fidelity of implementation.	Writing Coach	School wide Writing prompts given 3 times a year.	Writing Rubrics

CELLA Budget:

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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	All educators at our school will implement Envision Math to fidelity. NGSSS will be emphasized during instruction. 27% (73) of the students at Mollie Ray scored a Level 3 on FCAT Math 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (73) of the students at Mollie Ray scored a Level 3 on FCAT Math 2012.	33% (89) of the students at Mollie Ray will score at Level 3 on FCAT Math 2013.

## 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	Difficulty Implementing CCSS and standards based curriculum	Instructional Staff will in K-2 implement the Common Core State Standards into their lesson plans and instruction as part of their intense focus on student achievement ensuring that all students meet or exceed grade level expectations. Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data; PLC agendas; Benchmark Assessments
2	Increased number of students performing below grade level.	Teachers will actively utilize differentiated instruction through whole group and small group instruction as well as provide 30 minutes of daily intervention. Monitor progress of MTSS students and discuss additional interventions for students. Students needing Tier 3 interventions will be pulled by resource staff for targeted instruction outside the 90 minute reading block and 30 minute daily intervention.	MTSS Leadership Team; Grade Level Teachers	MTSS meetings; Child Study Meetings	FAIR; Edusoft Benchmarks; Core curriculum assessments; student data matrix
3	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to	Principal	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data; PLC agendas; Benchmark Assessments

		ensure all teachers will incorporate the FCIM with fidelity.			
4	Teachers' lack of knowledge of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills, Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT, PLC meetings, Lesson Plans	CWT data; PLC agendas; Benchmark assessments; FCAT
5	Students lack motivation in math	Implement incentives for SuccessMaker, FASTT Math, and Benchmark tests.	CRT, AP	Student participation; program reports	CWT, Edusoft Math assessment, program reports
6	Students' poor test taking strategies	Implement Acaletics in 3-5 with fidelity. Provide PD to ensure fidelity.	CRT, AP	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data, PLC minutes, Edusoft Math Benchmark and Mini-Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	20% (54) of the students at Mollie Ray will score a Level 4 or 5 on FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (40) of the students at Mollie Ray scored a Level 4 or 5 on FCAT math.	20% (54) of the students at Mollie Ray will score a Level 4 or 5 on FCAT Math 2013.

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
Limited time and increased need for enrichment.	Strategic differentiated learning centers will be used in each subject to	Principal	Data Meetings, Benchmark Tests	Edusoft Benchmark Tests and Mini-Assessments,

1		provide enrichment. While students below grade level receive Intervention, students above grade level will receive enrichment daily.			SuccessMaker, Curriculum Unit Tests
2	Need for data analysis and differentiation.	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal	CWT, PLC meetings, Lesson plans	Edusoft Benchmark Tests and Mini-Assessments, SuccessMaker, Curriculum Unit Tests
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT, PLC meetings, Lesson Plans	Edusoft Benchmark Tests and Mini-Assessments, SuccessMaker, Curriculum Unit Tests

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	75% (202) of the students at Mollie Ray will achieve Learning Gains on FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (175) of the students at Mollie Ray achieved Learning Gains on FCAT Math 2012.	75% (202) of the students at Mollie Ray will achieve Learning Gains on FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of data analysis and re-teaching.	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal	CWTs, data meetings	CWT data, Edusoft Benchmark Tests and mini-assessments
2	Lack of individualized instruction.	Differentiated learning centers will be implemented to directly target students learning needs.	Principal	CWTs, data meetings	CWT data, Edusoft Benchmark Tests and mini-assessments
3	Lack of standards-based curriculum	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	CWT, PLC meetings, Lesson Plans	CWT data, Edusoft Benchmark Tests and mini-assessments
4	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT, PLC meetings, Lesson Plans	CWT data, Edusoft Benchmark Tests and mini-assessments

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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%	
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making learning gains in mathematics. Mathematics Goal #4:	75% (50) of the students in the Lowest 25% will make Learning Gains on FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (44) of the students in the Lowest 25% made Learning Gains on FCAT Math 2012.	75% (50) of the students in the Lowest 25% will make Learning Gains on FCAT Math 2013.

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	High percentage of students below grade level.	Teachers will actively utilize differentiated instruction through whole group and small group instruction as well as provide 30 minutes of daily intervention. Monitor progress of MTSS students and discuss additional interventions for students. Students needing Tier 3 interventions will be pulled by resource staff for targeted instruction outside the 90 minute reading block and 30 minute daily intervention.	Principal, Leadership Team	CWT, Data Meetings, MTSS problem solving meetings	CWT data, Edusoft Benchmark Tests and mini-assessments, curriculum assessments
2	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	CWT, PLC meetings, Data Meetings	CWT data, Edusoft Benchmark Tests and mini-assessments, curriculum assessments

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 #					
	In order to reduce our math achievement gap by 50%, ambitious goals have been established for the upcoming school years. Each year achievement will increase as we reach these measurable objectives. Our 2012-2013 goal is					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42% (112)	48% (120)	53%	58%	63%	

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:	32% (75) of our Black students scored at or above grade level in Math. 75% (15) of our Hispanic students scored at or above grade level in Math. There are fewer than 10 students in the White, Asian, and American Indian subgroups.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (160) of our Black students are below grade level in Math. 25% (5) of our Hispanic students are below grade level in Math. There are fewer than 10 students in the White, Asian, and American Indian subgroups.	53% (116) of our Black students will be below grade level in Math. 22% (5) of our Hispanic students will be below grade level in Math. There are fewer than 10 students in the White, Asian, and American Indian subgroups.

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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal	Classroom Walk Throughs (CWT); Professional Learning Community meetings; Lesson Plans	CWT data; PLC meeting agendas; Benchmark Assessments
2	Lack of standards-based curriculum.	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	Classroom Walk Throughs (CWT); Data Meetings; Professional Learning Community meetings; Lesson Plans	CWT data; PLC meeting agendas; Benchmark Assessments
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	Classroom Walk Throughs (CWT); Data Meetings; Professional Learning Community meetings; Lesson Plans	CWT data; PLC meeting agendas; Benchmark Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	51% (10) of Mollie Ray ELL students scored on or above grade level on the 2012 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (20) of Mollie Ray ELL students scored below grade level on the 2012 FCAT Math.	42% (10) of Mollie Ray ELL students will score below grade level on the 2013 FCAT Math.

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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments

		coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.			
2	Lack of standards-based curriculum	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments
4	Lack of ELL strategies been used during math instruction.	Teachers will receive PD on ELL strategies for math instruction, and the coaching cycle will be implemented to ensure fidelity.	Leadership Team	CWT; PLC meetings	CWT data; PLC minutes; lesson plans

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:	12% of the Students With Disabilities scored on or above grade level in math on the 2012 FCAT. 26% of the Students With Disabilities will score on or above grade level on the 2012 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% of the Students With Disabilities scored below grade level in math on the 2012 FCAT.	74% of the Students With Disabilities will score below grade level on the 2012 FCAT Math.

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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	CWT; weekly data meetings; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments
2	Teachers' lack of strategies to differentiate instruction for Students With Disabilities	PD: Deconstructing the Standards, Differentiation  Implement the coaching cycle to ensure all teachers will incorporate strategies for SWD in their instructional program.	Leadership Team	CWT; weekly data meetings; lesson plan review; PLC meetings	CWT data; PLC meeting minutes; Edusoft Assessments; lesson plans

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:	44% of our Economically Disadvantaged students scored at or above grade level in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of our Economically Disadvantaged students are below grade level in Math.	52% of our Economically Disadvantaged students will be below grade level in Math.

**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	Need for data analysis and re-teaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Leadership Team	Classroom Walk Throughs; Data Meetings; Professional Learning Communities	CWT data; PLC meeting agendas; Benchmark Assessments
2	Lack of standards-based curriculum.	Continue to use district approved core curriculums. Provide professional development to instructional staff on deconstructing the standards.	Leadership team	Classroom Walk Throughs; Data Meetings; Professional Learning Communities	CWT data; PLC meeting agendas; Benchmark Assessments
3	Teachers' lack of strategies to engage students in rigorous tasks and assessments.	PD: Higher Order Thinking Skills (HOTS), Webb's Depth of Knowledge. Implement the coaching cycle to ensure all teachers will incorporate HOTS in their instructional program.	Leadership Team	Classroom Walk Throughs; Data Meetings; Professional Learning Communities	CWT data; PLC meeting agendas; Benchmark Assessments

*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
Florida Continuous Improvement Model (FCIM)	K-5	CRT	All teachers	August	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT
enVision	K-5	AP	All teachers	August	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT

Deconstructing the Math Standards	K-5	CRT	All teachers	August	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT
Brain-Based Strategies	K-5	CRT	All teachers	August	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT
Integrating Math and Writing	K-5	CRT	All teachers	August	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT
Lesson Study	3-5	AP	3-5 teachers	November, January, March	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT
Math Centers	K-5	CRT, AP	All teachers	October	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT
Webb's Depth of Knowledge for Math	K-5	CRT	All teachers	September	Weekly data meetings, weekly PLC meetings, lesson plans, Child Study meetings	Principal, AP, CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase higher order thinking skills and assessment preparation.	Acaletics for grades 3-5.		\$25,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$25,000.00</b>

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:	Science at our school will be implemented with fidelity with a focus on exploration. NGSSS will be emphasized during instruction. 30% (24) of the fifth grade students at Mollie Ray will score a Level 3 on 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (19) of the fifth grade students at Mollie Ray scored a Level 3 on 2012 FCAT Science.	30% (24) of the fifth grade students at Mollie Ray will score a Level 3 on 2013 FCAT Science.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have difficulty implementing NGSSS for Science, and OCPS adopted a new program for Science instruction.	Data Analysis; develop a focus calendar that address areas of weaknesses: Life and Earth Science and Scientific Thinking. Provide professional development opportunities on Fusion core curriculum.	Principal/Leadership Team	Develop mini-assessments so that the FCIM process can be implemented to show progress. CWT, Observations, Data meetings.	Edusoft mini-assessments; FCAT Test Maker assessments; chapter assessments; FCAT
2	Need for hands on experiments	Utilize the Science Lab for experiments and extension of the lesson for 5th grade teachers. Implement Science Boot Camp.	Leadership Team	Classroom Walk Throughs (CWT); weekly PLC meetings; Lesson Study; Lesson Plans	CWT data; PLC agendas; lesson plans
3	Limited Vocabulary Development in Science	Continue to use Science Notebooks and Thinking Maps to supplement 5th grade Science instruction	Leadership Team	Classroom Walk Throughs (CWT); weekly PLC meetings; Lesson Study; Lesson Plans	CWT data; PLC agendas; lesson plans
4	Teachers have little time for Scientific Exploration within the classroom.	Add Science Lab to the Special Area wheel, focusing on the 5E model of Science instruction.	Principal	Classroom Walk Throughs (CWT); weekly PLC meetings; Lesson Study; Lesson Plans	CWT data; PLC agendas; lesson plans
5	CCSS implementation- Writing in the content areas	Implement school wide Science journals for all students, used during Science Lab and classroom instruction.	Principal, CRT, Teachers, Science Lab Teacher	Pre-K started the year off with a Teddy Bear welcome and all students were behaving wonderfully as they learned the rules and procedures of school. For the rest of August and into September we will learn about school and ourselves.	CWT data; PLC agendas; lesson plans

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Once students have achieved mastery on the FCAT Science, it is imperative that they continue to demonstrate growth and deepen their level of scientific reasoning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student (1.3%) scored above proficiency on the 2012 FCAT Science.	5 students (6%) will score above proficiency on the 2013 FCAT Science.

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	Need for data analysis and reteaching	FCIM will be implemented to ensure that the steps of Plan, Do, Check, Act are in place and being utilized through mini-assessments and data meetings. Implement the coaching cycle, utilizing MRE coaches as well as district personnel, to ensure all teachers will incorporate the FCIM with fidelity.	Principal, CRT	Data Meetings, Benchmark Tests, Write Score Science	FCAT Science
2	Need for 21st century skills in Science to engage students.	Students will participate in hands on learning activities and labs in the classroom and the science lab.	Principal, AP, CRT	Data Meetings, Benchmark Tests, Write Score Science	FCAT Science

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

Problem-Solving Process to Increase Student Achievement



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

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
Fusion (new OPCS core curriculum)	K-5	CRT, Science Lab Teacher	K-5 teachers	October	Classroom Walk Throughs, PLC meetings	CWT data; PLC agendas; lesson plans
Thinking Maps for Science	K-5	CRT, AP	K-5 teachers	December	Classroom Walk Throughs, PLC meetings	CWT data; PLC agendas; lesson plans
CCSS	K-2	Science Specialist	K-2	November	Classroom Walk Throughs, PLC meetings	CWT data; PLC agendas; lesson plans
Curriculum Mapping	K-5	Science Specialist	K-5 teachers	April	Focus Calendar created, Classroom Walk Throughs, PLC meetings	CWT data; PLC agendas; lesson plans

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use assessment data to drive instruction.	Write Score assessment for Science given to 5th grade students.	Title I	\$3,200.00
			Subtotal: \$3,200.00
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: \$3,200.00

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	80% (70) of the fourth graders at Mollie Ray will achieve a Level 3.0 or higher on the 2013 FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (60) of the fourth graders at Mollie Ray achieved a Level 3.0 or higher on FCAT Writing 2012.	80% (70) of the fourth graders at Mollie Ray will achieve a Level 3.0 or higher on the 2013 FCAT Writing.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty correctly applying conventions for writing	Disaggregate data; develop a writing plan to focus on the skills of organization, elaboration and conventions for instruction; incorporate higher level vocabulary into writing. Place greater emphasis on grammar, punctuation, spelling and other writing conventions.	Reading Coach; Principal	Write Score assessment results; student writing samples; monitored during PLCs	Write Score; FCAT rubric
2	Lack of teacher knowledge on new writing standards	Continue to provide professional development to classroom teachers on the standards and skills assessed by Florida Writes!	Leadership Team	Student Writing samples	FCAT rubric
3	Lack of Standardized Curriculum	Continue to utilize Interactive Writing in grades K-1. Implement Units of Study for Writing in grades 2 and 3. Continue to utilize the Mollie Ray Writing Plan in 4th grade.	Leadership Team	student writing samples	student writing samples

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

### Problem-Solving Process to Increase Student Achievement

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

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
Instruction on the Conventions	3-4	Academic Coach	3-4 teachers	September	Write Score assessments, grade level writing prompts	Academic Coach, Principal
Scoring Student Writing	4	Academic Coach	4th grade teachers	September	Write Score assessments, scored grade level writing prompts	Academic Coach, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use assessment data to drive instruction.	Write Score assessment for Writing in 4th grade.	Title I	\$3,200.00
Subtotal:			\$3,200.00
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:			\$3,200.00

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:	As part of the Title I compact, students and parents have agreed that it is important to be at school every day. Therefore, 100% attendance is expected. Attendance statistics are directly correlated to student achievement data.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The Current YTD Attendance Rate is 94% (580).	During the 2012-2013 school year, the Current Attendance Rate will rise to 96% (592).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 school year, 39% (246) of Mollie Ray students had Excessive Absences.	During the 2012-2013 school year, the percentage of students with Excessive Absences will decrease by 25% to 185.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 school year, 24% (153) of Mollie Ray student had Excessive Tardies.	During the 2012-2013 school year, the percentage of students with Excessive Tardies will decrease by 25% to 115.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation, illness, lack of clothing.	Offer information about surrounding public transportation. Students will be offered education in staying healthy by eating right, getting enough sleep and exercise as well as proper hygiene. Work with social services so that students that don't have enough clothing receive it.	Principal	Monitoring attendance records every month.  Truancy meetings when students have missed ten days.  Phone calls by instructional staff when students are out three days.  Utilize social worker when parents can't be contacted.	Monthly attendance reports: Attendance at the end of the year.
2	Need for an Incentive	An incentive system to reward students for perfect attendance will be implemented. They will be publicly recognized at quarterly awards ceremonies.	Registrar, Leadership Team	Review of attendance rate statistics	Attendance rates

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
School Wide Discipline Plan	K-5	Dean	School Wide, All Staff	August, ongoing	CWT, suspension rates	Dean, AP, Principal
Book Study-Working with Children	K-5	Dean, AP	Targeted Instructional Staff	September, October	CWT, suspension rates, iObservation	Dean, AP, Principal

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
No Data	No Data	No Data	\$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:	In order to receive quality instruction and achieve academically, students must be in school, engaged in learning. Suspensions remove students from the learning environment and therefore are counterproductive in reaching achievement goals.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions for the 2011-2012 school year was 2.	The total number of in-school suspensions for the 2012-2013 school year will decrease by 50% to 1.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students who received in-school suspension for the 2011-2012 school year was 2.	The total number of students who receive in-school suspensions for the 2012-2013 school year will decrease by 50% to 1.

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out-of-school suspensions for the 2011-2012 school year was 210.	The total number of out-of-school suspensions for the 2012-2013 school year will decrease to 170.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended out of school during the 2011-2012 school year was 116 (19%).	The total number of students suspended out of school will decrease by 50% to 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	Students' Unclear Expectations	The Principal and Dean will hold quarterly Code of Conduct meetings with every student in order to review the rules, procedures, and consequences at Mollie Ray.	Principal and Dean	Review of Suspension Rates	Monthly discipline reports; End of Year reports.
2	Students lack understanding of the consequences for long term misbehavior.	Orange County Police Department Magic Program.	School Resource Officer, Dean, 5th Grade Teachers	Suspension Rates, end of program writing sample	Suspension rates
3	Need for Incentive	Utilize school wide incentive PAWS to recognize and reinforce positive behavior	Dean, Leadership Team	Review of suspension rates	Suspension Rates

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
Book Study- Working with Kids	K-5	Dean/AP	Targeted Instructional Staff	September, October	CWT, suspension rates, iObservation	Dean/AP
School Wide Discipline Plan	K-5	Dean	School Wide, All Staff	August, ongoing	CWT, suspension rates	Dean, AP, Principal
Quarterly Code of Conduct Reviews	K-5	Dean, Teachers	School Wide	August, October, January, March	Suspension rates	Dean

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2011-2012, parental involvement at PTA, PLC, SAC and Curriculum Nights grew as evidenced in a review of the sign-in sheets for each event. Approximately 40% of students had a family member attend at least one school event last year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parent support at PTA, SAC, and PLC meetings has grown. This year, approximately 40% of families were involved in their student's education evidenced through attendance at school events.	Mollie Ray Elementary will actively solicit parent support at PTA, SAC, and PLC meetings, increasing attendance by 10%. A minimum of 50% of families will be involved in their student's education evidenced through attendance at school events.

### 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 have difficulty finding transportation to the school.	Offer various times for meetings, have a translator at meeting	Principal	Compare 2011-2012 sign-in sheets for parent activities with sign-in sheets for 2012-2013	Parental Survey; sign-in sheets.
2	Language spoken at home may differ from language spoken at school.	Provide translation in person and in communications.	CCT	Compare 2011-2012 sign-in sheets for parent activities with sign-in sheets for 2012-2013	Parental Survey; sign-in sheets.
3	Lack of school/home communication	Monthly Newsletter, School Messenger, School Website will all be used to communicate with parents.	Assistant Principal	Compare 2011-2012 sign-in sheets for parent activities with sign-in sheets for 2012-2013; Review call logs/charts; Record of number of website visits.	Parental Survey; sign-in sheets; Call logs/charts; Website log
	Parents may lack skills	Hold Family Curriculum	Leadership Team	Compare 2011-2012	Parental Survey;

4	to support students' learning.	Nights (Math, Reading, Science, FCAT, Writing)		sign-in sheets for parent activities with sign-in sheets for 2012-2013	sign-in sheets.
5	Need to provide opportunities for Involvement.	Continue Meet the Teacher, Open House, and Conference Nights	Leadership Team	Compare 2011-2012 sign-in sheets for parent activities with sign-in sheets for 2012-2013	Parental Survey; sign-in sheets.

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
Title I PI training modules (4)	K-5	Title I Coordinator	All Staff	November, April	Parent Survey, Sign In Sheets	Title I Coordinator
Parental Involvement/Building Relationships	K-5	Leadership Team	School Wide	September	Parent Survey, Sign In Sheets	Title I PI Coordinator

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:



1. STEM STEM Goal #1:		Mollie Ray will increase our classrooms integrating STEM to 100%, where students will work collaboratively and communicate using grade-level identified technical and content area vocabulary.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher STEM knowledge	Provide professional development opportunities for primary and intermediate teachers to learn about STEM	Principal, CRT	Lesson plans, CWT, PLC minutes, data meetings	Math and Science assessment data, CWT data
2	Limited Parental Involvement	Hold a Family Math Night and Family Science Night	CRT, AP	Annual Parent Survey, Sign in Sheets	Parent Survey Data, event attendance
3	Need for STEM Partner in Education	Partner with Synopsys, an electronic design automation company, to hold an annual 4th Grade Math Bee	CRT, AP	4th grade FCAT Math data	4th grade FCAT Math data
4	Difficulty with CCSS implementation in grades K-2	Provide primary teachers professional development on integrating STEM into the CCSS, and implement the coaching cycle to provide modeling of effective CCSS instruction.	Principal, AP, CRT	CWT, Lesson Plans, PLC meetings	CWT data, iObservation, PLC minutes

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 STEM	3-5	CRT	3-5 Teachers	November	Lesson Plans, CWT, PLC meetings	CRT, Principal
Integrating STEM into the CCSS	K-2	CRT	K-2 teachers	October	Lesson Plans, CWT, PLC meetings	CRT, Principal
Lesson Study- Math	2-5	AP, CRT	2-5 teachers	Ongoing	Lesson Study minutes, Video-Based reflection, CWT, lesson plans	CRT, AP
Integrating STEM in other content areas	K-5	Science Specialist	All teachers	December	Lesson Plans, CWT, PLC meetings	Science Specialist, Principal

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

### Destination College Goal:

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. Destination College Goal Destination College Goal #1:	2012-2013 will be a preparation, training, and planning year. Teachers will begin the online training portion of the program via PLCs during the school year, and implement strategies as they are trained.
2012 Current level:	2013 Expected level:
0% of teachers are trained in Destination College.	100% of teachers will be given an overview of Destination College at the beginning of the year, 80% will be finished with the training by the end of the year, and 80% will be implementing the strategies by the end of the year.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Training	PD will occur during PLC meetings.	CRT/Math Coach	PLC meeting agendas, training logs	% of teachers completing overview training
2	Lack of knowledge about higher education	Create a College Going Culture and provide PD on higher order thinking skills to help embed this culture within instruction.	DC leadership team	CWT, student surveys	CWT looking for specifics: College and career posters, lessons, discussion
3	Need for organizational skills	Implement Destination College binders in 3-5 with fidelity. Teachers will conduct frequent binder checks to hold students accountable.	DC leadership team	CWT, student report cards	Binder Evaluations using a rubric

### 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
Destination College Overview	3-5	District Destination College Representative	Teachers 3-5, Leadership Team	August	PLC meetings	Destination College Coordinator (CRT)

Budget:

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

End of Destination College Goal(s)

## Become Fluent in Math Operations Goal:

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. Become Fluent in Math Operations Goal Become Fluent in Math Operations Goal # 1:	OCPS 11 Essential Outcomes, Outcome #2 states that "All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade.
2012 Current level:	2013 Expected level:
43% of our students scored on or above grade on FCAT Math.	60% of our students will score on or above grade level on 2013 FCAT Math.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Automaticity	Implement FASTTMath and use a consistent incentive program to celebrate achievement.	CRT/AP	FASTTMath Reports	FASTTMath Reports
2	Limited Parental Involvement	Host a Family Math Festival	CRT/AP	Sign In Sheets	Sign In Sheets
3	Students have a lack of Test Taking Skills	Implement Acaletics with fidelity.	CRT/AP	Data Analysis during weekly Principal-led data meetings	Edusoft Benchmarks and Mini Assessments, Unit Tests

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
FASTT Math	K-5	CRT	Teachers K-5	September	PLC meetings	CRT
Acaletics	3-5	CRT	Teachers 3-5	August	CWT, PLC meetings	CRT

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
			<b>Grand Total: \$0.00</b>

*End of Become Fluent in Math Operations Goal(s)*

## Maintain High Fine Arts Enrollment Percentage Goal:

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. Maintain High Fine Arts Enrollment Percentage Goal		All students at Mollie Ray Elementary are enrolled in a special area class for Music instruction.			
Maintain High Fine Arts Enrollment Percentage Goal #1:					
2012 Current level:		2013 Expected level:			
100% (611) of Mollie Ray students in grades K-5 are enrolled in Music this school year.		100% (611) of Mollie Ray students in grades K-5 will be enrolled in Music next school year.			
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	There is a lack of time for Fine Arts instruction in elementary school settings.	Continue to have Music instruction included on the special area schedule.	Principal	Enrollment Reports	Enrollment Reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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 Maintain High Fine Arts Enrollment Percentage Goal(s)

Students Who Read on Grade Level by Age 9 Goal:

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 Who Read on Grade Level by Age 9 Goal	29% of Mollie Ray students in grades 3-5 scored on or above grade level on the 2012 FCAT Reading.
Students Who Read on Grade Level by Age 9 Goal #1:	43% of Mollie Ray students in grades 3-5 will score on or above grade level on the 2013 FCAT Reading.
2012 Current level:	2013 Expected level:

29% of Mollie Ray students in grades 3-5 scored on or above grade level on the 2012 FCAT Reading.		43% of Mollie Ray students in grades 3-5 will score on or above grade level on the 2013 FCAT Reading.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading progress monitoring for students in grades K-2.	Ensure weekly progress monitoring of K-2 students.	Leadership Team	Weekly data meetings; Analysis of FAIR, FLKRS, CELLA, Imagine It! benchmark assessments	FCAT; FAIR; FLKRS; CELLA; Imagine It! assessments

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

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

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

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
			<b>Grand Total: \$0.00</b>

## Decrease Disproportionate Classification in Special Education Goal:

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. Decrease Disproportionate Classification in Special Education Goal  Decrease Disproportionate Classification in Special Education Goal #1:	7% (44 students) are currently classified as ESE at Mollie Ray Elementary.
2012 Current level:	2013 Expected level:
7% (44 students) are currently classified as ESE at Mollie Ray Elementary.	6% (39 students) will be classified ESE at Mollie Ray next school year.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of MTSS strategies in the classroom.	MTSS Leadership Team will ensure implementation with fidelity. PD will be provided for teachers on MTSS, and the coaching cycle will be implemented.	MTSS Leadership Team	MTSS progress monitoring meetings	Classification/Enrollment of students in ESE

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

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

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

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

*End of Decrease Disproportionate Classification in Special Education Goal(s)*

## Percent of VPK Students Who Enter Elementary School Ready Goal:

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. Percent of VPK Students Who Enter Elementary School Ready Goal	69% of Mollie Ray VPK students entered elementary school ready based on FLKRS data (scored 70% or above).
Percent of VPK Students Who Enter Elementary School Ready Goal #1:	74% of Mollie Ray VPK students will enter elementary school ready based on FLKRS data.
2012 Current level:	2013 Expected level:
69% of Mollie Ray VPK students entered elementary school ready based on FLKRS data (scored 70% or above).	74% of Mollie Ray VPK students will enter elementary school ready based on FLKRS data.

### 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	Need for instruction on skills needed for kindergarten readiness.	Provide VPK teacher with PD on deconstructing KG standards, including CCSS, and ensure implementation through the coaching cycle.	Principal	CWT data; PLC meetings; FLKRS data	FLKRS data

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

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

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

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 Percent of VPK Students Who Enter Elementary School Ready Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	One hour daily Reading Enrichment added to the school day.	Text Talk (grades K-2) Quick Reads (grades 2-3) Comprehension Toolkit (grades 3-5)	SAI	\$23,000.00
Mathematics	Increase higher order thinking skills and assessment preparation.	Acaletics for grades 3-5.		\$25,000.00
Science	Use assessment data to drive instruction.	Write Score assessment for Science given to 5th grade students.	Title I	\$3,200.00
Writing	Use assessment data to drive instruction.	Write Score assessment for Writing in 4th grade.	Title I	\$3,200.00
				Subtotal: \$54,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$54,400.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 9/26/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

# 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

Orange School District MOLLIE RAY ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	61%	85%	39%	243	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	49%			113	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?	63% (YES)	50% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					469	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District MOLLIE RAY ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	69%	90%	34%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	64%			122	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?	63% (YES)	67% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested