FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MELROSE ELEMENTARY SCHOOL

District Name: Dade

Principal: Sergio A Muñoz

SAC Chair: Constantino Hernandez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sergio A Munoz	BS- Physical Education, Florida International University

Master's degree in Educational Leadership and Physical Education, Nova Southeastern University

Certified in Educational Leadership, School Principal, Physical Education, ESOL, Driver and Traffic Education | 7 | 14 | '12 '11 '10 '09 '08
School Grades A C C A NA
AMO 39 33 NA NA NA
High Standards – Rdg 43 56 63 64 NA
High Standards – Math 50 56 63 65 NA
Lrng Gains-Rdg 76 50 60 71 NA
Lrng Gains-Math 67 66 61 70 NA
Gains-R-25 98 48 56 69 NA
Gains-M-25 84 77 74 92 NA |
| | | BA - Elementary Education, Nova | | | |

Assis Principal	Daisy Li-Morell	Southeastern University Masters of Science - Reading, Florida International University Educational Specialist-Educational Leadership, Nova Southeastern University	1	8	'12 '11 '10 '09 '08 School Grade B F C C C AMO 38 32 NA NA NA High Standards Rdg. 48 52 65 58 61 High Standards Math 52 57 62 61 63 Lrng Gains-Rdg. 80 45 65 63 60 Lrng Gains-Math 72 43 54 46 46 Gains-Rdg-25% 80 43 55 55 59 Gains-Math-25% 82 33 62 51 63
Assis Principal	Isabel Lazcano	BS - Elementary Education, Florida International University Master's degree in Elementary Education, Nova Southeastern University Certificate in Educational Leadership, Florida International University	1	1	'12 '11 '10 '09 '08 School Grade A A A B A AMO 62 59 NA NA NA High Standards Rdg. 76 83 82 82 73 High Standards Math 77 85 84 85 75 Lrng Gains-Rdg. 63 76 67 63 77 Lrng Gains-Math 65 59 74 65 73 Gains-Rdg-25% 60 70 58 47 83 Gains-Math-25% 67 68 70 68 79

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Shakira Kirby	Bachelor Degree in Elementary Education ESOL Endorsed Reading Endorsed	4	9	'12 '11 '10 '09 '08 School Grade B A A A A AMO 62 58 NA NA NA High Standards Rdg. 59 74 74 79 62 High Standards Math 61 79 80 77 71 Lrng Gains-Rdg. 72 67 70 73 69 Lrng Gains-Math 60 64 78 79 80 Gains-Rdg-25% 79 64 67 55 67 Gains-Math-25% 62 68 87 76 77

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. Professional Development will be scheduled and implemented at the school site to expand teaching, academic, and leadership skills for the entire faculty.	Principal, Assistant Principal	June 2013	
2	2. Weekly grade level meetings including common planning time for all grade levels and monthly RtI meetings.	Principal, Assistant Principal, Grade Level Chairs, Department Chair, Counselor, School Psychologist	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0-Out of Field 0-Not Highly Effective	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	7.0%(3)	20.9%(9)	60.5%(26)	11.6%(5)	39.5%(17)	100.0%(43)	14.0%(6)	0.0%(0)	72.1%(31)

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
N/A			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Camp at Melrose Elementary School or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• Melrose Elementary uses highly qualified teachers who have been MINT trained to assist beginning teachers and teachers who are in need of improvement.
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation
• Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students at Melrose Elementary by providing funds to implement and/or provide:
• Tutorial programs
• Parent outreach activities
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ESOL and content area teachers
• Reading and supplementary instructional materials
• Software for the development of language and literacy skills in reading, mathematics, and science, is purchased for and used by ELL and immigrant students

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community.
• Project Upstart, Homeless Children and Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools. Each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be implementing a 2013 summer academic enrichment camp for students in four homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• The School Counselor, Community Involvement Specialist, and social worker at Melrose Elementary work together to provide assistance to the family.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
• Training and technical assistance for elementary school teachers, administrators, counselors, and Safe School Specialists is also a component of this program.
• Melrose Elementary offers a non-violence and anti-drug program to students that incorporate activities during Red Ribbon Week, Blue Ribbon Week, School Health Week, field trips, community service, special guest presentations from members of the community and local law enforcement, and counseling.
• All 5th grade students will participate in the 2012-2013 DARE program sponsored by the Miami-Dade County Police Department.

Nutrition Programs

• Melrose Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
• Melrose Elementary has a School Wellness Council that is composed of administrators, teachers, cafeteria manager, and students. This council meets monthly to discuss what strategies can be used to further health awareness, healthy choices, and physical fitness at our school site.
• Healthy foods are offered as part of the National School Breakfast and Lunch Programs that meets USDA nutrition standards.
• Melrose Elementary National School Breakfast and Lunch Programs meets USDA access standards with a plan in place to

avoid "overt identification" of students who qualify for free or reduced-price meals.
• School breakfast and lunch programs meet USDA School Meals Initiative (SMI) standards for reimbursable meals.
• Annual training, covering techniques to reduce fat and sodium in food preparation, and food portion control is completed by 100% of food service staff.
• A written food safety plan is being implemented for preparation and service of school meals, based on Hazard Analysis Critical Control Point (HACCP) principles as identified by USDA's guidance.
• District has adopted a wellness policy containing the elements required by the 2004 Congressional Child Nutrition reauthorization.
• A healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets the Alliance competitive food and beverage guidelines.
• Health Education is taught through physical education.
• Alternative Healthy Snacks are offered to faculty and students of Melrose Elementary.
• Melrose Elementary is a Silver Level National Recognition Award Winner from the Alliance for a Healthier Generation and the William J. Clinton Foundation

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

• Melrose Elementary exposes their students to different career choices through an annual Career Day, field trips, community service, and special guest presentations from members of the businessw community and local law enforcement.

Job Training

N/A

Other

(Parental)
Melrose Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents of available programs, their rights under No Child Left Behind Act and other referral services.

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

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

In addition, Melrose Elementary completes Title I Administration Parental Involvement Monthly School Reports, Title I Parental Involvement Monthly Activity Reports, and submits these documents to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to Melrose Elementary by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RtI leadership team.

MTSS Members include:
• Principal
• Assistant Principal

- Counselor
- Grade Level Chairs
- School Psychologist
- Bilingual Chairperson
- Media Specialist
- SPED Teacher

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with all stakeholders regarding school-based MTSS/RtI goals and activities.

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/RtI Leadership Team supports and assists the classroom teacher in identifying students who are not performing at grade level, the teacher along with the Reading Coach place the identified student in a Reading Intervention Research Based Program, the student is then monitored for a 4-week period. After the 4-week period, the MTSS/RtI Team along with the student's parents meet to discuss other strategies for implementation. The classroom teacher brings to the meeting any documentation showing data of student progress. The data is disaggregated and discussed for strengths and weaknesses. At this time, the first SST is documented. The student is monitored while on intervention and with new strategies implemented. If the student continues to show lack of progress then a second SST is initiated. At this time, the school social worker and the psychologist make further recommendations.

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?

MTSS/RtI Problem-solving process allows for immediate feedback of data analysis. Student assessment data is used to make decisions, and is the foundation for planning to provide the best and most appropriate response to the student's need. In accordance to the School Improvement Plan, the teacher and the RtI Team discuss class wide and individual student data trends. Recommendation of strategies to remediate is discussed, students' progress is monitored, and instruction is modified. If necessary, a different teacher or instructional coach is provided to administer additional interventions that might take place even beyond the school day. The MTSS/RtI Team is in place to assist all stake holders and serves as the liaison in the center of the problem solving effort. The Exceptional Student Education (ESE) Teachers, if applicable, will be asked to participate in student data collection, to integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. The English as a Second Language (ELL) Teacher, if applicable, will be asked to participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

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.

Current academic data sources: (FAIR, Interims, FCAT Reading, FCAT Mathematics, Monthly Benchmark assessments)

Current behavior data sources: (Student Case Management System, detentions, suspensions/expulsions, referrals, and attendance rosters)

Describe the plan to train staff on MTSS.

District provided training of selected staff members. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI Leadership Team will determine based on the previous FCAT Data and teacher needs the focus of the professional development sessions. The MTSS/RtI team will also evaluate additional staff PD needs during the MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
The Literacy Leadership Team (LLT) at Melrose Elementary School consists of:
Principal: Sergio A. Munoz
Assistant Principal: Daisy Li-Morell
Reading Coach: Shakira Kirby
Grade Level Chairpersons: Claudia Pereira, Anailys Blanco, Carla Bodden, Maite Garcia, Carla Lopez-Mobilla and Acela Abreu
Special Education Chairperson: Vivian Gonzalez
ELL Chairperson: Midiam Zea
Educational Excellence School Advisory Council (EESAC) Chair: Constantino Hernandez

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team (LLT) at Melrose Elementary School consists of: Principal: Sergio A. Munoz - Provides a common vision for the use of data based decision-making, ensures that the school-based team is monitoring and implementing the Comprehensive Research-based Reading Plan(CRRP), Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), the Comprehensive Intervention Reading Program (CIRP), and appropriate assessments are conducted in a timely manner as mandated by the district and the state. The principal will also ensure implementation of district educational technology programs are utilized appropriately and adequate professional development is provided to support the CRRP implementation.

Assistant Principal: Daisy Li-Morell - Assists the principal in monitoring and ensuring the proper implementation of the CRRP school wide.

Reading Coach: Shakira Kirby - Assists the principal in monitoring and ensuring the proper implementation of the CRRP school wide. With the support of the administration, the Reading Coach will review school wide data to provide accurate differentiated instruction, skills, and strategies for making data-driven instructional decisions with faculty following all District wide testing including FAIR assessments. Will provide information and support to the faculty on Literacy topics including pertinent professional development, the new pacing guides, Common Core Standards and the New Generation Sunshine State Standards. Will also provide onsite support of the fidelity of the implementation of the CRRP, as well as supplemental reading materials.

Grade Level Chairpersons: Claudia Pereira, Anailys Blanco, Carla Bodden, Maite Garcia, Carla Lopez-Mobilla and Acela Abreu - provide information about core instruction and the use of appropriate instructional materials, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.
Special Education Chairperson: Vivian Gonzalez - Participates in student data collection, integrates CCRP core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.

ELL Chairperson: Midiam Zea - Provides information about ELL CRRP instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction.
Educational Excellence School Advisory Council (EESAC) Chair: Constantino Hernandez - Disburses information to parents, faculty and community members.

The Principal and Leadership Team will meet with teachers and designated staff either during weekly meetings, or one-on one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. These documents will be utilized to guide the process of teaching, assessing, re-teaching, and re-assessing. The Reading Coach and Leadership Team members will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. They will also help with the process of grading, recording, and charting student scores.

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

> The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, and build capacity of reading knowledge within the school building. In additional the LLT will continue to provide students' differentiated instruction and interventions through Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) pull out and push in scheduling.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

> Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.
>
> Melrose Elementary offers a Pre-K program. We are currently using the Houghton-Mifflin Pre-K Benchmark assessment for beginning/middle and end of year reading readiness assessment. The Houghton-Mifflin Pre-K Benchmark assessment is administered to all students in order to identify low-performing students in need of remediation. Once identified, a certified teacher and a paraprofessional will work with all students using High Scope Key Experiences correlated to the Competency Based Curriculum (CBC). Funding to support the public Pre-School program comes from the Voluntary Pre-Kindergarten (VPK) program. The Florida Kindergarten Readiness Screener (FLKRS) and FAIR assessments are the tools utilized to determine the effectiveness of the Pre-Kindergarten transition process. The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to assist parents with providing learning opportunities for their children at home.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

> N/A

*High Schools Only

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

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

> N/A

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

> N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

> N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 23% (63) of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 1 percentage points to 24% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (63)	24% (65)

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
	The area of deficiency as noted on the 2012 administration of the FCAT2.0 Reading Test was Third Grade: Reporting Category 2, Reading Application Fourth Grade: Reporting Category 3 Literary Analysis/Fiction/Nonfiction Fifth Grade: Reporting Category 4 Informational Text/ Research Process	For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice	LLT	Using the FCIM Model results of the Monthly Assessments and District Interim assessments data reports will be reviewed to ensure progress in being made and to make adjustments to instruction as needed.	Formative: In house Monthly Assessments, STaR Reading and District Interim Assessments. Summative: 2013 FCAT 2.0 Assessment

| | 1 | | identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

For Grade 5, use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Accelerated Reader/STaR programs are used to monitor and enchance student reading. | | | | |

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	N/A	N/A	N/A	NA	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 19% (50) of students achieved proficiency (Level 4 & 5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Level 4 & 5) by 19% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (50)	19% (51)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Reading test, the students are in need of additional assistance with Third Grade: Reporting Category 2, Reading Application Fourth Grade: Reporting Category 3 Literary Analysis/Fiction/ Nonfiction Fifth Grade: Reporting Category 4 Informational Text/ Research Process	The following instructional strategies will be utilized to support Reporting Categories. For Grade 3, provide practice in identifying topics and themes within and across texts through: • concrete enrichment activities • high order thinking questioning • organizing questions by only medium to high complexity. For Grade 4, provide opportunities through enrichment activities for students to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. For Grade 5, develop Project Based Activities, use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Recognize relationships between two or more ideas or among other	LLT	Using the FCIM Model results of the Monthly Assessments and District Interim assessments data reports will be reviewed to ensure progress in being made and to make adjustments to instruction as needed.	Formative: In house Monthly Assessments, STaR Reading and District Interim Assessments. Summative: 2013 FCAT 2.0 Assessment

		textual elements found within or across texts. Accelerated Reader/STaR programs are used to monitor and enchance student reading.			
2					

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 76% (124) of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 81% (132).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (124)	81% (132)

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
	The area of deficiency as noted on the 2012 administration of the FCAT2.0 Reading Test was Third Grade: Reporting Category 2, Reading Application Fourth Grade: Reporting Category 3 Literary Analysis/Fiction/	For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author	LLT	Using the FCIM Model results of the Monthly Assessments and District Interim assessments data reports will be reviewed to ensure progress in being made and to make adjustments to instruction as needed.	Formative: In house Monthly Assessments, STaR Reading and District Interim Assessments. Summative: 2013 FCAT 2.0 Assessment

	1	Nonfiction Fifth Grade: Reporting Category 4 Informational Text/ Research Process	thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. For Grade 5, develop Project Based Activities, use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Recognize relationships between two or more ideas or among other textual elements found within or across texts. Accelerated Reader/STaR programs are used to monitor and enchance student reading.				
		The area of deficiency as noted on the 2012 administration of the FCAT2.0 Reading Test was Third Grade: Reporting Category 2, Reading Application Fourth Grade:	For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in	LLT		Using the FCIM Model results of the Monthly Assessments and District Interim assessments data reports will be reviewed to ensure progress in being made and to make adjustments to instruction as needed.	Formative: In house Monthly Assessments, and District Interim Assessments. Summative: 2013 FCAT 2.0 Assessment

2	Reporting Category 3 Literary Analysis/Fiction/ Nonfiction Fifth Grade: Reporting Category 4 Informational Text/ Research Process	text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. For Grade 5, develop Project Based Activities, use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Recognize relationships between two or more ideas or among other textual elements found within or across texts.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A		N/A		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 98% (48) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to maintain the percentage of students in the lowest 25% achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (48)	98% (48)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Reading test, the students are in need of additional assistance. Third Grade: Reporting Category 2, Reading Application. Fourth Grade: Reporting Category 3 Literary Analysis/Fiction/ Nonfiction Fifth Grade: Reporting Category 4 Informational Text/ Research Process	During reading activities, students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will also engage in classroom activities that will provide opportunities to make inferences and draw conclusions within and across grade level texts. Data on student progress will be gathered through Voyager and SuccessMaker. These students will be eligible to attend before and after school tutoring which will include FCAT Explorer . Accelerated Reader/STaR programs are used to monitor and enchance student reading.	MTSS/RtI	Using the FCIM Model results will be monitored to evaluate the number of sessions completed by students using Voyager Checkpoints, SuccessMaker Cumulative Reports and Monthly student Assessment Data.	Formative: Voyager, Reports, SuccessMaker Reports, STaR Reading and Monthly Assessments Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	Our goal is to decrease by 50% the non-proficient students from the Baseline 2011 to the administration of the 2017 FCAT 2.0.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 39% (14) Hispanic: 44% (102) Asian: N/A American Indian: N/A	White: N/A Black: 42% (16) Hispanic: 47% (109) Asian: N/A American Indian: N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (31)	41% (36)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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.	N/A

Reading Goal #5D:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (15)	56% (16)

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	N/A	N/A	N/A	N/A	N/A

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:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (112)	44% (114)

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	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	Reading Coach	Instructional Staff	October 28, 2012	Classroom Observations/Lesson Plans	Administration and Reading Coach
NGSSS Reading Benchmarks	K - 5	Principal Assistant Principal	K-5 Teachers	September 19, 2012	Classroom Observations of Implementation of NGSSS	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before & After School Tutorial Program	Books, Hourly Personnel	Title I	$4,000.00
			Subtotal: $4,000.00
			Grand Total: $4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 CELLA data, 41% (108) of students were proficient in Oral Skills (listening and speaking)

2012 Current Percent of Students Proficient in listening/speaking:
Based on the 2012 CELLA data, 41% (108) of students were proficient in Oral Skills (listening and speaking) .

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on CELLA results, 41% of the students are not proficient in Listening Skills due to limited assistance with English in the home. Based on CELLA results, 41% of the students are not proficient in Speaking Skills due to limited assistance with English in the home.	To increase the Language Experience Approach, the teacher will have the student draw or paint a picture about something interesting about the activity. Parents will participate in 2nd Cup of Coffee workshops given in English and home language with a focus on meaningful language practice.	LLT	Through the FCIM, the LLT will review data collected on 2nd Cup of Coffee workshops held monthly.	Formative: Teacher Evaluation Parent Sign-In Sheets Summative: 2013 CELLA Administration

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

2. Students scoring proficient in reading. CELLA Goal #2:	Based on the 2012 CELLA data, 28% (74) of students were proficient in Reading.

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA data, 28% (74) of students were proficient in 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	Based on CELLA results, 28% of the students are not proficient in reading due to limited assistance with English reading comprehension in the home.	To increase proficiency in Reading, the teacher will use QAR when developing comprehension, thus assisting students to identify different question types, and teaching text organization. Parents will participate in 2nd Cup of Coffee workshops given in English and home language with a focus on read aloud and choral reading.	LLT	Through the FCIM, the LLT will review data collected on 2nd Cup of Coffee workshops held monthly.	Formative: Teacher Evaluation Parent Sign-In Sheets Summative: 2013 CELLA Administration

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

3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data, 24% (64) of students were proficient in Writing.

2012 Current Percent of Students Proficient in writing:

Based on the 2012 CELLA data, 24% (64) of students were proficient in 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	Based on results, 24% of the students are not proficient in writing due to limited assistance with English writing in the home.	Students will illustrate and label key concepts when writing. Parents will participate in 2nd Cup of Coffee given in English and home language with a focus on process writing and journaling.	LLT	Through the FCIM, the LLT will review data collected on 2nd Cup of Coffee workshops held monthly.	Formative: Teacher Evaluation Parent Sign-In Sheets Summative: 2013 CELLA Administration

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 29% (77) of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (77)	32% (86)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics, students require additional assistance with Third Grade: Reporting Category Fractions Fourth Grade: Reporting Category Geometry and Measurement Fifth Grade: Reporting Category Number: Base Ten & Fractions	Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare,	MTSS/RtI	Through the FCIM, administration will conduct weekly informal classroom observations to ensure grade level teams are implementing the District's Pacing Guide and desegregate data from assessments to ensure student progress.	Formative: Monthly assessments; District Interim Assessments; Student authentic work. Summative: Results from the 2013 FCAT 2.0 Mathematics

	order, and graph integers; and solve non-routine problems.			
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test Physical Science.	Instruct students in teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to matter, energy, force, and motion. Instruct students in mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. Instruct students in the literacy in the science classroom in order to enhance scientific meaning through writing, talking, and reading science.	MTSS/RtI	Through the FCIM, administrators will review assessment data to monitor progress in science.	Formative: Monthly assessments/Interim Assessments Summative: Results from 2013 FCAT 2.0 Science 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 20% (55) of students achieving above proficiency (Level 4 &5). The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 & 5) by 2 percentage points to22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (55)	22% (59)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics, students require additional assistance with Third Grade: Reporting Category Fractions Fourth Grade: Reporting Category Geometry and Measurement Fifth Grade: Reporting Category Number: Base Ten & Fractions	Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Enrichment activities using medium to high complexity questions will be provide for students on a weekly basis through classroom instruction.	MTSS/RtI	Through the FCIM, administration will conduct weekly informal classroom observations to ensure grade level teams are implementing the District's Pacing Guide and desegregate data from assessments to ensure student progress.	Formative: Monthly assessments; SuccessMaker Reports/Interim Assessments Summative: Results from 2013 FCAT Mathematics 2.0 Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test Physical Science.	Instruct students in the utilization of objects/ pictures for exploration and identification of key scientific concepts. Instruct students with hands on activities to manipulate and explore actions and outcomes. Instruct students in continuous review/practice when learning science concepts.	MTSS/RtI	Through the FCIM, administrators will review assessment data to monitor progress in science.	Formative: Monthly assessments/Interim Assessments Summative: Results from 2013 FCAT 2.0 Science Assessments.

Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning and development of independent experimental projects.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 67 % (109) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 72% (117).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (109)	72% (117)

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
	As noted on the 2012 administration of the FCAT 2.0 Mathematics, students require additional assistance with Third Grade: Reporting Category Fractions Fourth Grade: Reporting Category	Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred	MTSS/RtI	Through the FCIM, administration will conduct weekly informal classroom observations to ensure grade level teams are implementing the District's Pacing Guide and desegregate data from assessments to ensure student progress.	Formative: Monthly assessments; SuccessMaker Reports/Interim Assessments Summative: Results from 2013 FCAT Mathematics 2.0 Assessment.

1	Geometry and Measurement Fifth Grade: Reporting Category Number: Base Ten & Fractions.	thousand; and solve non-routine problems. Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Students will utilize journals to explain and review math concepts as well as participate in inquiry projects. Utilize Success Maker to engage students in individualized instruction.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the 2012 FCAT Mathematics Test 84% (43) of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 89% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (43)	89% (45)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics, students require additional assistance with Third Grade: Reporting Category Fractions Fourth Grade: Reporting Category Geometry and Measurement Fifth Grade: Reporting Category Number: Base Ten & Fractions.	During mathematics, students will be provided with instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Data on student progress will be gathered through school site and district assessments.	MTSS/RtI	Through the FCIM, administration will conduct weekly informal classroom observations to ensure grade level teams are implementing the District's Pacing Guide and desegregate data from assessments to ensure student progress.	Formative: Monthly assessments; District's Interim Assessment Data Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal is to decrease by 50% the non-proficient students from the Baseline 2011 to the administration of the 2017 FCAT 2.0. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 33% (12)	White: N/A Black: 37% (14)

Hispanic: 53% (122)
Asian: N/A
American Indian: N/A

Hispanic: 57% (132)
Asian: N/A
American Indian: N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (31)	41% (36)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (15)	56% (16)

	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	N/A	N/A	N/A	N/A	N/A

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:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	43% (112)	44% (114)

	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	N/A	N/A	N/A	N/A	N/A

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
Differentiated Instruction	K-5	School Administration	K-5 grade teachers	6/31/13	Observation Logs and Lesson Plans	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before & After School Tutoring Program, Hourly Personnel	Tutoring Program,	Title 1 Funds	$2,000.00
Ink/Toner Cartridges	Print Data Reports	Title I	$175.00
			Subtotal: $2,175.00
			Grand Total: $2,175.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 19 % (15) of 5th Grade Students achieved proficiency (FCAT Level 3). The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 5 percentage points to 24% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (15)	24% (19)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test Physical Science.	Instruct students in teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to matter, energy, force, and motion. Instruct students in mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. Instruct students in the literacy in the science classroom in order to enhance scientific meaning through writing, talking, and reading science.	MTSS/RtI	Through the FCIM, administrators will review assessment data to monitor progress in science.	Formative: Monthly assessments/Interim Assessments Summative: Results from 2013 FCAT 2.0 Science 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 science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 assessment indicate that 13 % (10) of 5th Grade Students achieved proficiency (FCAT Levels 4 & 5). The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Levels 4 & 5) by 2 percentage points to 15% (12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (10)	15% (12)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test Physical Science.	Instruct students in the utilization of objects/ pictures for exploration and identification of key scientific concepts. Instruct students with hands on activities to manipulate and explore actions and outcomes. Instruct students in continuous review/practice when learning science concepts. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning and development of independent experimental projects.	MTSS/RtI	Through the FCIM, administrators will review assessment data to monitor progress in science.	Formative: Monthly assessments/Interim Assessments Summative: Results from 2013 FCAT 2.0 Science 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
How to Develop Science Projects to fit the needs of Your students	K-5	Science Liasion	K-5 Teachers	October 26, 2012	Participation in Science Fair and other In-House Science Experiments	Principal, Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing assessment indicate 74% (59) of students achieved proficiency (FCAT Level 3.0 and higher). The expected level of performance for 2013 is to increase 76% (61).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (59)	76% (61)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Writing Test, students scoring level 3.0 need additional practice to incorporate real-life experience into their own writing. As noted on the 2012 FCAT Writing Test, students scoring level 4.0 need additional practice to incorporate real-life experience into their own writing.	Instruct students to write a narrative that includes a main idea and characters by: reading personal narratives to notice text characteristics and author's craft techniques; picking a topic based on personal experience; picking a topic from previously compiled lists, or responding to a district narrative writing prompt; and determining purpose and audience. Instruct students to use ideas and content to add supporting details, substitute active verbs for common verbs and specific words for general words; and applying appropriate transitions that show cause/effect, compare/contrast, emphasis, illustration, or conclusion to connect the supporting ideas. Instruct students to write a variety of expressive forms by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, and crafting techniques; determining the purpose of the writing based on the intended audience and the plot structure; and creating lists of	MTSS/RtI	Through the FCIM, students' scores on monthly writing prompts will be monitored to gauge students' progress and to adjust individualized focus as needed peer conferencing)	Formative: In house monthly prompts, and District Writing Assessments. Summative: 2013 FCAT 2.0 Assessment

		sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words.		

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Utilizing Exemplar Papers	4	Reading Coach	4th grade teachers	September 26, 2012	Grade Level Meetings	Administrators
Effective methods of teaching writing	K - 4	Reading Coach	K - 4	November 14, 2012	Student writing portfolio	Administrators

Writing Budget:

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

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

Other

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Based on the 2011- 2012 school year data, our average daily attendance rate was 95.31% (553). Our goal for the 2012- 2013 school year is to increase attendance to 95.81% (556). Our goal for the 2012-2013 year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 11.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.31% (553)	95.81% (556)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
183	174
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
124	118

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 and parents need support in understanding the correlation between attendance and learning. Vacations are scheduled and other appointments during non-school hours.	Monitor student attendance and ensure attendance corrections are made on a daily basis by homeroom teachers. Monitor student tardies and ensure attendance corrections are made on a daily basis by homeroom teacher.	Administration, Counselor and Social Worker	Monthly monitoring of students' attendance history	Attendance Bulletins Control D Attendance Reports

		Conduct 2nd Cup of Coffee parent meetings to discuss the importance of attendance and opportunities to recognize students who attend school on a regular basis.			

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
FTE	School-wide	District	School Attendance	September 27, 2012	Monthly monitoring of attendance bulletins	Administration

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
Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

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	Our goal for the 2012-2013 school year is to decrease

Suspension Goal #1:	the total number of students Suspended Out-of-School by 1% from 2 students to 1 students.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	2

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Although the total number of indoor and outdoor suspensions has decreased, the administrative team receives behavior referrals on a daily basis.	Utilize Student Code of Conduct by providing incentives through the Do The Right Thing Program. Recognize outstanding citizenship and behavior by selecting Student of the Month. Monitor and utilize indoor suspension SCSI as a least restrictive option to outdoor suspensions.	Administrators Counselor	Monitor Do the Right Thing referrals to look for an increase in the number of students who are recognized for positive behavior.	Participation log for students who are referred to Do the Right Thing Program. Parent Communication Logs COGNOS Suspension Reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-5	Assistant Principal, Counselor	School wide	October 17, 2012	Utilize classroom walk-throughs to monitor the enforcement of the Student Code of Conduct by the teachers.	Principal Assistant Principal

Do The Right Thing Program Explanation	K-5	Counselor	School-wide	August 20, 2012 - June 7, 2013	Analyze the number of submissions for the Do The Right Thing Program	Counselor

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A Title I - See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal for the 2012-2013 school year is continue to add grade levels to our TEAM program to prepare students for careers in math and 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
	Based on the 2012	Students will be	Administrators	Through the FCIM,	Formative:

| 1 | Mathematics FCAT 2.0 data, 54% of third grade students are at proficiency levels; 40% of fourth grade students are at proficiency levels; and 51% of fifth grade students are at proficiency levels.

The 2012 Science FCAT 2.0 indicates that 32% of fifth grade students are at proficiency levels.

Students require additional awareness and exposure to science and math related careers. | provided enrichment activities to design and develop science projects to increase scientific thinking, students will participate in inquiry-based activities that allow for testing hypotheses and data analysis.

Implement problem solving/inquiry based learning for all TEAM classes. | | TEAM classes will be evaluated monthly by using District or school site assessments. Adjustments will be made to the math and science instructional focus as needed. | Informal assessments, Formative monthly benchmark assessments, District interim assessments

Summative: 2013 FCAT 2.0 Science Assessment. |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementationof STEM practices	K-5 / Science	Science Liasion	Science (K-5)	November 6, 2012	Lesson plans	Science Liaison & Administrators

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Before & After School Tutorial Program	Books, Hourly Personnel	Title I	$4,000.00
Mathematics	Before & After School Tutoring Program, Hourly Personnel	Tutoring Program,	Title 1 Funds	$2,000.00
Mathematics	Ink/Toner Cartridges	Print Data Reports	Title I	$175.00
Attendance	Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	$200.00
				Subtotal: $6,375.00
				Grand Total: $6,375.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC Funds will be used to increase student achievement through the following programs: Accelerated Reading	$2,130.02

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

The Melrose Elementary School Advisory Council will conduct quarterly meetings to address the needs of the students, monitor and review the implementation of the School Improvement Plan, and make adjustments as indicated by school site data.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District MELROSE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	56%	85%	33%	230	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	50%	66%			116	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?	48% (NO)	77% (YES)			125	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					471	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MELROSE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	63%	84%	31%	241	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	60%	61%			121	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?	56% (YES)	74% (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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested