

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ARCHCREEK ELEMENTARY SCHOOL

District Name: Dade

Principal: Marie A. Bazile

SAC Chair: Marie R. Dugas

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending Approval

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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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	Marie Bazile	FRENCH, ED LEADERSHIP	4	16	'12 '11 '10 '09 '08 School Grade B A A NA A AYP N N N NA N High Standards Rdg. 48 72 76 66 NA High Standards Math 48 67 68 71 NA Lrng Gains-Rdg. 75 66 72 74 NA Lrng Gains-Math 68 74 69 74 NA Gains-Rdg-25% 83 67 65 71 NA Gains-Math-25% 69 81 72 80 NA
Assis Principal	Violette V. Wright	Ed. S. Early Childhood & Special Education, M.S. in Elementary Education Educational Leadership ESOL Endorsement, B.S. in Business Administration	1	8	'12 '11 '10 '09 '08 School Grade B A A A A AYP N N N N N High Standards Rdg. 44 62 76 71 67 High Standards Math 47 69 78 77 67 Lrng Gains-Rdg. 77 61 72 77 71 Lrng Gains-Math 80 65 64 74 72 Gains-Rdg-25% 74 66 70 77 64 Gains-Math-25% 78 74 66 73 76

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 Coach	Marie Dugas	Elementary Ed. ESOL Endorsement Reading Endorsement Ed. Leadership B.S. Business Administration	5	5	'12 '11 '10 '09 '08 School Grade B A A NA A AYP N N N NA N High Standards Rdg. 48 72 76 66 NA High Standards Math 48 67 68 71 NA Lrng Gains-Rdg. 75 66 72 74 NA Lrng Gains-Math 68 74 69 74 NA Gains-Rdg-25% 83 67 65 71 NA Gains-Math-25% 69 81 72 80 NA

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. Regular meetings for new teachers with administration by grade level	Principal	6/7/13	
2	2. Partnering new teachers with experienced instructional staff	Assistant Principal	6/7/13	
3	3. Soliciting referrals from current employees	Principal	6/7/13	

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
One regular education staff with out-of-field waiver	Teacher is certified to teach in grades 1-6, needs ESOL Endorsement partnered with Ms. Denize to assist her with curriculum planning for ESOL students. Teacher will continue taking ESOL professional development courses.
One regular education staff with out-of-field waiver	Teacher is certified to teach in French, needs Elementary Education Certification partnered with Ms. Phillips to assist her with curriculum planning. She is currently teaching French.

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
40	5.0%(2)	47.5%(19)	30.0%(12)	17.5%(7)	42.5%(17)	95.0%(38)	7.5%(3)	0.0%(0)	37.5%(15)

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	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Arch Creek provides services to ensure students requiring additional remediation are assisted with the following programs: Saturday Academy, before and after school tutoring, and in-house tutoring. In addition, all students reaching level 1 and 2 are being identified to receive RtI daily for 30 minutes or more. A good number of them are registered at the Public library and are provided a card to give access to additional reading books. Arch Creek is the recipient of Title III Grant, which allows all ELL Students from grades 3-5 to receive remediation in the areas of reading/language arts and mathematics. The District coordinates with Title II and Title III to ensure and provide staff development as needed. Reading Coach monitors, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. The Coach identifies also systematic patterns of students' needs while working with District personnel to establish appropriate, evidence-based intervention strategies. In addition, the coach assists with all the school screening programs that provide early intervention services for children considered "at risk". She supports in the design and implementation for progress monitoring, data collection, and data analysis. The coach and the PDL Liaison participate in the design and delivery of professional development. The coach provides support for assessment and implementation monitoring. Title I funded Community Involvement Specialist (CIS) serves as bridge between the home and school through home visits, Connect-Eds, and telephone calls. The CIS also provides monthly parental workshops to support the school initiatives that are geared to help students while they are away from school. The Specialist schedules meetings for teacher-parent conferences to encourage parents to support their children's education, and to encourage parental participation in the decision-making processes at the school site. Other component that is integrated into the school-wide program includes the Supplemental Educational Services. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, the life of the school, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. This year, the school is providing a monthly school calendar for the parents. The calendar is translated into three languages. It informs parents of all educational and upcoming activities that are held at the school site. Parents are always encouraged to participate in those activities.

Title I, Part C- Migrant

N/A

Title I, Part D

Title I, Part D

Arch Creek coordinates services with district Drop-out Prevention programs.

Title II

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, funds are used to train qualified mentors for the New Teacher (MINT) Program, for add-on endorsement programs, such as Reading, Gifted, ESOL, as well as training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation and Lesson Study Group implementation and protocols.

Title III

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrants and English Language Learners. Funds at Arch Creek are used to purchase:

- Imagine Learning licenses
- Provide professional development for Imagine Learning
- Cultural supplementary instructional materials
- Parent Outreach activities

Title X- Homeless

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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, 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.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide Saturday school for Level 1 readers in 3rd, 4th, and 5th grades. SAI funds will be used to expand the Saturday program to all Level 2 students.

Violence Prevention Programs

Violence Prevention Programs

The school offers non-violence, anti-bullying, and anti-drug programs to students that incorporate field trips, community services, and counseling. The school provides an anti-bullying box accessible to all students, so they can report incidents such as bullying, verbal abuse, physical abuse, and silent treatments from others. The anti-bullying box is reviewed daily and appropriate actions are taken to lessen and/or eliminate such incidents. Counseling sessions are provided to all students who are experiencing inappropriate behaviors from other pupils.

Arch Creek has initiated a new program called "No Place For Hate". It is a bullying prevention program, where a selected group of students will be trained as ambassadors to provide leadership to other students. As part of the positive behavior initiative at our school, a discipline committee is in placed to plan activities, to reinforce positive behavior, and to support students as much as possible.

Nutrition Programs

Nutrition Programs

Arch Creek Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through the physical education program. The School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. The school houses a student vegetable garden for exploration and experiments. The garden is sponsored by the following agencies: CNI Education Fund, Fairchild Tropical Gardens, and Whole Foods. The garden is an edible garden,

which provides hands-on experiences on how to grow vegetables.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCIOS) offers a coordinated level of school-based healthcare; which integrates education, medical and/or social and human services on school grounds.

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 RtI Leadership Team.

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

At Arch Creek Elementary School, the MSTT/RtI team will be composed of the following members:

- Administrator(s)
- Teacher(s) and Coach (es)
- Grade group chairpersons
- Special education personnel
- ESOL Teachers
- School guidance counselor
- School psychologist
- School social worker
- Speech Language Pathologist

Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

MTSS/RtI is an intervention plan that is integrated in the daily instructional activities for students who showing weaknesses in the core subjects. A staff has been identified to support the MTSS/RtI plan. Their roles are to coordinate and develop different approaches that address student needs in their specific areas of need. The activities include more intense instruction and interventions.

The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instructions.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

An ongoing evaluation method is established to address students. The purpose of the evaluation is to measure the effectiveness of meeting school goals and student growth as evidenced by benchmarks and progress monitoring data.

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 team will meet twice a month to update the implementation of the school program(all stakeholders)
- Reading Coach will present the informal evaluations of the way in which the curriculum is being delivered
- Grade Chairs will discussed students in need of additional support, pacing guides, adjustments, progresses, and challenges for each grade level
- Suggestions and plan of actions will be presented to the table with possible solutions to any academic and/or behaviors issues
- School Psychologist will update the progress / challenges of students who are being identified for referral, MTSS/RTI, and Placement
- The team will monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions: review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.
- Walk through monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

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

After each assessment the team meets to review scores data then they disaggregated and analyzed data. Students who are meeting the expected level of progress will be identified and placed according to their academic achievement levels. If students are seriously not meeting standards, a Student Support Team (SST) along with the psychologist meet to discuss further strategies to help the classroom teacher.

Students who meet or exceed the proficiency level will be also identified and tested for acceptance for gifted.

Students who are part of the lowest 25th percentile in reading will benefit from the extra reading/language arts instructional time on a daily basis. That time will be reflected on their schedule.

The MTSS/RtI team will provide suggestions to the SIP writing team in order to address the school's needs based on the FCAT 2.0 2012 scores.

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.

- Data will be used to guide instructional decisions and system procedures for all students to:
- adjust the delivery of curriculum and instruction to meet the specific needs of students in reading, math, science and writing.
- adjust the delivery of behavior management system by providing group counseling and activities with regards unwanted behaviors
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

Describe the plan to train staff on MTSS.

The district professional development and support will include:

- training for all administrators in the RtI problem solving, data analysis process; providing support for school staff to understand basic RtI principles and procedures; and providing a network or ongoing support for RtI organized through feeder patterns. Workshops will be provide via site-based and on –line trainings.

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Reading, Writing, Math and Science assessments FCAT 2.0
- Student grades
- Accelerated Reader
- Success maker
- Imagine Learning

Behavioral data points

- Student Case Management System
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month

- Climate surveys
- Attendance

Describe the plan to support MTSS.

Administrators, teachers, and support personnel will meet regularly in order for a smooth transition to take place from RtI to MTSS. Meeting will be held on a regular basis in a tier step process beginning with teacher to teacher; teacher to MTSS Coordinator; MTSS Coordinator to MTSS Team. Interventions will be available at each grade level using small group intervention and technology based programs. Update will be discussed together as a team twice a month.

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).

Marie A. Bazile, Principal
 Violette V. Wright, Assistant Principal
 Marie Dugas, Reading Leader/EESAC Chair
 Edline Augustin, Teacher
 Jaques Pierre, UTD Steward
 Kendra Dupree, Guidance Counselor
 Margaret Crawford, Media Specialist

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

The LLT will:

Monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.

The team will meet regularly and bring forth pertinent information pertaining to student's performance in the core curriculum areas. The team, based on that information, will together suggest professional development and best practices that address students' needs. The team will collaborate regularly to solve problems, share effective practices, and make decisions.

When students have learned or already know a particular concept or skill, then instruction will proceed and the team will perform informal classroom visits to monitor the following:

Meet at regularly scheduled team meetings.

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

Walk through monitoring and classroom visitations are used to evaluate both daily instruction and specific interventions

Train teachers how to implement Differentiated Instructions during Teacher-led center

Make sure students' folders are verified to confirm proof of instructions and prove that lessons and aligned to pacing guides.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

Assure that school is on track to meet AMO targets.

Focus on increasing academic achievement in mathematics and science in all grade levels.

Support teachers in all their areas of academic needs of their students

Meet with the principal to discuss problems and needs for the school as a whole

Disaggregate data after every assessment to make necessary adjustments

Provide report to the teachers to also make adjustment in the classroom

Identify students who are the lowest 25% percentile in order to provide RTI

Create a science lab that allows teachers to have hands on experiences during science projects

Promote the use of technology-based reading, mathematics, and science programs to support the daily curriculum instructions.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to kindergarten. In addition, in the spring of each school year, a "Transition to Kindergarten Workshop" is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten.

*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 2012 FCAT 2.0 Reading assessment indicate that 28% (85) achieved proficiency level 3. Our Goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5% percentage points to 33%(101)
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (85)	33% (101)

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 Reading was Literary Analysis Category 3	Instructional strategies include: •graphic organizers •encouraging students to read from a wide variety of texts •concept maps	Administration	Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	Formative: FAIR Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013
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:

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 Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of 2012 FCAT 2.0 Reading assessment indicate that 20% (60) achieved proficiency level 4 & 5 in reading. Our Goal for the 2012-2013 school year is to increase the number of students scoring level 4 5 by 2 percentage points to 22%. (68)
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(60)	22%(68)

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 Reading w 1. Reading Application (Category 2)	Instructional strategies include: •graphic organizers to address summarization activities and determine main ideas •text marking •encourage students to read from a wide variety of texts	Administration	Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	Formative: FAIR Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning	The results of 2012 FCAT 2.0 Reading assessment indicate that 75% (128) made learning gains in reading.
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gains in reading. Reading Goal #3a:	Our Goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 80% (136)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (128)	80% (136)

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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Informational Text and Research Process Category 4.	3a.1. Instructional strategies include: •reading from a wide variety of texts •instruction in context clues •exposure to real-world documents to locate, interpret, identify text features and organize information •reciprocal teaching •question and answer relationship •encouraging students to read from a wide variety of texts.	3a.1. Administration	3a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	3a.1. Formative: FAIR Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of 2012 FCAT 2.0 Reading assessment indicate that 83% (38) of the lowest 25% made learning gains in reading Our Goal for the 2012-2013 school year is to increase the number of students in the lowest 25% achieving learning gains by 5 percentage points to 88%.(40)
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(38)	88%(40)

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	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading was Reading Application (Category 2)	4a.1. Instructional strategies include: •graphic organizers •practice using and identifying main ideas /details •building vocabulary •summarization activities •text marking •practice justifying answers, by going back to the text •encourage students to use a variety of texts	4a.1. Administration	4a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	4a.1. Formative: FAIR Interim Assessments SuccessMaker Program and Reports Edusoft Reports Summative: FCAT 2.0 2013

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 #					
	<p>The results of 2012 FCAT 2.0 Reading assessment indicate that 28% (85) achieved proficiency level 3.</p> <p>5A : Our Goal for the 2012-2013 school year is to increase the</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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:	Reading Goal #5B: The results of 2012 FCAT 2.0 Reading assessment indicate that 50%(141) of Black students achieved level 3 proficiency in reading, Our Goal for the 2012-2013 school year is to increase the number of Black students achieving level 3 proficiency by 5 percentage points to 55%.(155)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 50% (141) Hispanic: 78% (16) Asian: N/A American Indian: N/A	White: N/A Black: 55% (155) Hispanic: 81% (17) 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	5B.1. White: N/A Black: Students in the Black subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Reading was Reading Application (Category 2.) Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. Follow the Florida Continuous Improvement Model. Strategies include • modeling • building background knowledge • focus on key vocabulary • Chunking • Reciprocal teaching • Use illustrations/diagrams	5B.1. Administration	5B.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans	5B.1. Formative: FAIR Interim Assessments Imagine Learning Reports Summative: FCAT 2.0 2013

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:	The results of 2012 FCAT 2.0 Reading assessment indicates that 47% (60) of ELL students achieved level 3 proficiency in reading. Our Goal for the 2012-2013 school year is to increase the number of ELL students achieving level 3 proficiency by 4
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2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (60)	51% (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
1	5C.1. Students in the ELL subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Reading was Reading Application (Category 2.)	5C.1. Follow the Florida Continuous Improvement Model. Strategies include • Modeling • Building background knowledge • Focus on Key Vocabulary • Chunking • Print Rich Environment	5C.1. Administration	5C.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	5C.1. Formative: FAIR Interim Assessments Edusoft Reports Imagine Learning Reports Summative: FCAT 2.0 2013
2	5C.2. Students in the ELL subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Reading was Vocabulary Category 1	5C.2. Strategies include: • Word Walls • Use of Illustrations • Diagrams • Videos • Use of Imagine Learning	5C.2. Administration	5C.2. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor	5C.2. Formative: FAIR Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Reading Goal #5D:</p> <p>The results of 2012 FCAT 2.0 Reading assessment indicates that 33% (6) of Economically students achieved level 3 proficiency in reading,</p> <p>Our Goal for the 2012-2013 school year is to increase the number of Economically Disadvantaged students achieving level 3 proficiency by 7 percentage</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>33% (6)</p>	<p>40% (8)</p>

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
2	<p>5D.1. Students in the Disabilities subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Reading was Reading Application Category 2.</p>	<p>5D.1.</p> <ul style="list-style-type: none"> •Use Task Cards •Think/Pair/Share •Reading Response •Journal/Log 	<p>5D.1. Administration</p>	<p>5D.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.</p>	<p>5D.1. Formative: FAIR Interim Assessments Edusoft Reports Imagine Learning Reports Summative: FCAT 2.0 2013</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>Reading Goal #5E:</p> <p>The results of 2012 FCAT 2.0 Reading assessment indicate that 52% (153) of Economically students achieved level 3 proficiency in reading,</p>
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Reading Goal #5E:		Our Goal for the 2012-2013 school year is to increase the number of Economically Disadvantaged students achieving level 3 proficiency by 4 percentage points to 56%(165).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
52% (153)		56% (165)			
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	5E.1. Students in the Economically Disadvantaged subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Reading was Reading Application Category 2.	5E.1. Follow the Florida Continuous Improvement Model. Strategies include •Modeling •Building background knowledge •Focus on Key Vocabulary •Chunking •Concept Maps	5E.1. Administration	5E.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	5E.1. Formative: FAIR Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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
Data Analysis				August 2012		
Common Core	K-5	Reading Coach	School Wide	August 2012	Classroom Observations, Lessons Plans, Student Work Folders	Administration
Discovery Learning	K-5	Reading Coach/PDL	School Wide	September 2012		
Success Maker	K-5	Reading Coach	School Wide	September 2012		
Best	K-5	Success Maker Liaison		November 2012		

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
Tutorial and Enrichment Services	Hourly Personnel	Title I	\$15,000.00
			Subtotal: \$15,000.00
			Grand Total: \$15,000.00

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:		
CELLA Goal #1:			Based on the 2012 CELLA data, 29% (80) of students were proficient in Listening and Speaking.		
2012 Current Percent of Students Proficient in listening/speaking:					
29% (80)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students only have the opportunity to speak English within the hours of the school day.	1.1. Strategies include: •LEA(Language Experience Approach •Modeling •Teacher Led Groups •Use of Illustrations and Diagrams	1.1. Administration	1.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss	1.1. Formative: Teacher Assessments Imagine Learning Reports Summative: CELLA 2013

	<ul style="list-style-type: none"> •Use of Imagine Learning •Tutoring 	progress in order to make adjustments when needed. Monitor lesson plans.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	CELLA Goal #2: Based on the 2012 CELLA data, 24% (64) of students were proficient in Reading.
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2012 Current Percent of Students Proficient in reading:

24% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students lack phonemic awareness, phonics, vocabulary, reading fluency, and reading comprehension.	2.1. Strategies Include: •K/W/L Chart •Interactive Word Walls •Vocabulary with Context Clues	2.1. Administration	2.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	2.1. Formative: FAIR Interim Assessments Imagine Learning Reports Edusoft Reports Summative: CELLA 2013

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

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: Based on the 2012 CELLA data, 22% (62) of students were proficient in Writing
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2012 Current Percent of Students Proficient in writing:

22% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Sentence structure remains a challenge for second language learners.	2.1. Strategies Include: •Graphic Organizers •Illustrating and labeling •Rubrics Writing Prompts •Spelling Strategies	2.1. Administration	2.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	2.1. Formative: Interim Assessments Imagine Learning Summative: CELLA 2013

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:	Mathematics Goal #1A: The results of 2012 FCAT 2.0 Mathematics assessment indicate that 31% (95) of students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase the level 3 student proficiency by 4% percentage points to 35% (108).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (95)	35%(108)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 was Fractions	1A.1. Strategies include developing these skills when working with fractions: Grade 3 •Basic multiplication fact and related division facts •solve problems using numbers through hundred thousand •solve non-routine problems Grade 4 •Converting Fractions and Decimals •relate fractions to decimals and percents •equivalent fractions and simplify fractions. •Problem-solving Grade 5 •division of whole numbers •describe real-world situations using positive and negative numbers •compare, order, and graph integers •problem-solving	1A.1. Administration	1A.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	1A.1. Formative: End of Chapter Assessments Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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.	N/A
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Mathematics Goal # 1b:	
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 mathematics. Mathematics Goal # 2a:	The results of the 2010-2011 FCAT Mathematics Test indicated that 22% of students achieved levels 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase the levels 4 and 5 student proficiency by 1 percentage point to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(72)	23% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 was Geometry and Measurement Category 3.	2a.1. Strategies Include: Grade 3 •Tell time and elapsed time concepts •Examine and apply congruency and symmetry in geometric shapes •Computer-based student practices related to measurement •Application of problem solving Grade 4 •Determine areas of two-dimensional shape •Classify angles •Application of problem-solving •Computer-based student practices related to geometry and measurement categories. Grade 5 •Describe three-dimensional shapes	2a.1. Administration	2a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	2a.1. Formative: End of Chapter Assessments Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

	including volume and surface areas •Computer-based student practices related geometry and measurements categories. •Problem solving related to geometry and measurement		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Mathematics Goal #3A: The results of 2012 FCAT 2.0 Mathematics assessment indicate that 68% (116) of students made learning gains. Our Goal for the 2012-2013 school years is to increase the amount of students achieving learning gains by 5% percentage points to 73% (125).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (116)	73% (125)

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
	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 was Fractions.	3a.1. Strategies include developing these skills when working with fractions: Grade 3 •Basic multiplication fact	3a.1. Administration	3a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order	3a.1. Formative: End of Chapter Assessments Interim Assessments Edusoft Reports Summative: FCAT

1	<p>and related division facts</p> <ul style="list-style-type: none"> •solve problems using numbers through hundred thousand •solve non-routine problems <p>Grade 4</p> <ul style="list-style-type: none"> •Converting Fractions and Decimals •relate fractions to decimals and percents •Equivalent fractions and simplify fractions. •Problem-solving <p>Grade 5</p> <ul style="list-style-type: none"> •division of whole numbers •describe real-world situations using positive and negative numbers •compare, order, and graph integers 	to make adjustments when needed. Monitor lesson plans.	2.0 2013
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:		<p>Mathematics Goal #4:</p> <p>The results of 2012 FCAT 2.0 Mathematics assessment indicates that 69% (31) of students in the lowest 25% achieved learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the amount of students in the lowest 25% achieving learning gains by 5 percentage points to 74% (33).</p>		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
69% (31)		74% (33)		

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	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is Geometry and Measurement Reporting Category 3.	4A.1. Strategies Include: •Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. •Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. •Using Mathematic Task Cards •SuccessMaker Tier III lessons.	4a.1. Administration	4a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	4a.1. Formative: End of Chapter Assessments Interim Assessments SuccessMaker Program and Reports Edusoft Reports Summative: FCAT 2.0 2013

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 # Mathematics Goal #5A: Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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:	Mathematics Goal #5B: The results of 2012 FCAT 2.0 Mathematics assessment indicate that 48% (136) of Black students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase the levels 3 student proficiency by 6 percentage points to 54% (153).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A	

Black: 48%(136) Hispanic: 83% (17) Asian: N/A American Indian: N/A	White : N/A Black: 54%(153) Hispanic: 85% (18) Asian: N/A American Indian: N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Students in the Black subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Numbers and Operations Category 1.	5B.1. Strategies Include: •Repetitions on addition and multiplication facts. •Teach the students related division facts for multiplication facts, and the related subtraction facts for addition facts. •Build student mathematic vocabulary through pictures, diagrams and definitions.	5B.1. Administration	5B.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans	5B.1. Formative: End of Chapter Assessments Interim Assessments SuccessMaker Program and Reports Edusoft Reports Summative: FCAT 2.0 2013

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:	Mathematics Goal #5C: The results of 2012 FCAT 2.0 Mathematics assessment indicate that 43 % (55) of ELL students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase the levels 3 student proficiency by 8 percentage points to 51% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (55)	51% (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
1	5C.1. Students in the ELL subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Numbers and Operations Category 1.	5C.1. Strategies Include: •Repetitions on addition and multiplication facts. •Teach the students related division facts for multiplication facts, and the related subtraction facts for addition facts.	5C.1. Administration	5C.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments	5C.1. Formative: End of Chapter Assessments Interim Assessments SuccessMaker Program and Reports

	•Build student mathematic vocabulary through pictures, diagrams and definitions.	when needed. Monitor lesson plans.	Edusoft Reports Summative: FCAT 2.0 2013
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Mathematics Goal #5D: The results of 2012 FCAT 2.0 Mathematics assessment indicate that 20% (4) of Students with Disabilities achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase the levels 3 student proficiency by 18 percentage points to 38 % (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (4)	38% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students in the Students with Disabilities subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Numbers and Operations Category 1.	5D.1. •Repetitions on addition and multiplication facts. •Teach the students related division facts for multiplication facts, and the related subtraction facts for addition facts. •Build student mathematic vocabulary through pictures, diagrams and definitions •Utilize prior knowledge to make connections.	5D.1. Administration	5D.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	5D.1. Formative: End of Chapter Assessments Interim Assessments SuccessMaker Program and Reports Edusoft Reports Summative: FCAT 2.0 2013

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Mathematics Goal #5E: The results of 2012 FCAT 2.0 Mathematics assessment indicate that 49% (146) of Economically Disadvantaged students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase the levels 3 student proficiency by 6 percentage points to 55% (163).
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
49% (146)		55% (163)			
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	5E.1. Students in the Economically Disadvantaged subgroup area of deficiency after analyzing the 2012 administration of the FCAT 2.0 Numbers and Operations Category 1.	5E.1. Strategies Include: •Repetitions on addition and multiplication facts. •Teach the students related division facts for multiplication facts, and the related subtraction facts for addition facts. •Build student mathematic vocabulary through pictures, diagrams and definitions.	5E.1. Administration	5E.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	5E.1. Formative: End of Chapter Assessments Interim Assessments SuccessMaker Program and Reports Edusoft Reports Summative: FCAT 2.0 2013

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
Common Core Overview	All	Curriculum Coaches	K-5	August 16, 2012	Lesson Plans/ Observations	Administrators
Success Maker	All	Pearson	K-5	September 17, 2012	Data Reports/ Binders	Administrators
Learning Village Resource	All	Staff	K-5	September 17, 2012	Lesson Plans/ Walk through	Administrators
Edusoft	All	Staff	K-5	November 2012	Data Reports/ Binders/ Portfolios	Administrators
Best Practices	All	Staff	K-5	November 2012	Data Reports / Binders/ Portfolios	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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 indicated that 20% (18) of students achieved level 3 proficiency.			
Science Goal #1a:		Our goal 2012-2013 school year is to increase the level 3 student proficiency by 5% percentage points to 25% (23).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20% (18)		25% (23)			
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	1a.1. The area of deficiency after analyzing the 2012 administration of the FCAT 2.0 includes Physical Science. There is minimal difference and students will need to improve in that area.	1a.1. Strategies Include: • Inquiry based, hands-on activities/labs • Interactive Science Journals • GIZMOS Lab • Science Probes • Real-World Application and investigations (i.e. the school garden).	1a.1. Administration	1a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	1a.1. Formative: Lab Reports Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	Science Goal #2A: The results of the 2012 FCAT 2.0 Science indicated that 6% (5) of students achieved level 3 proficiency. Our goal 2012-2013 school year is to increase the level 4 & 5 student proficiency by 2 percentage points to 8% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (5)	8% (7)

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	2a.1. The area of deficiency after analyzing the 2012 administration of the FCAT 2.0 is Physical Science.	2a.1. Strategies Include: •Inquiry based, hands-on activities/labs •Essential Labs •Interactive Science Journals •GIZMOS Lab •Real-World Application and investigations, in the school garden.	2a.1. Administration	2a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor	2a.1. Formative: Lab Reports Interim Assessments Edusoft Reports Summative: FCAT 2.0 2013

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal # 2b:	N/A
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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				

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
Gizmos	All	Coaches/Staff	Science/Math teachers	November 2012	Lesson plans Walk-throughs Student Products	Administrators
Discovery Learning	All	Coaches/Staff	ALL	January 2013	Lesson plans Walk-throughs Student Products	Administrators
Best Practices	All	Coaches/Staff	ALL	November 2012	Lesson plans / Walk-throughs Student Products	Administrators

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

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing Goal #1A: The results of the 2011-2012 FCAT Writing Test indicated that 80% (85) of students achieved a level 3 or higher in writing. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage point to 82% (87).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (85)	82% (87)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency after analyzing the 2012 administration of the FCAT show that students lack organizational skills to support their writing.	1a.1. Strategies include: •using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, •using mentor texts to organize and develop sentences that would enhance the clarity of the piece.	1a.1. Administration	1a.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments writing prompts. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	1a.1. Summative: District Writing Assessments Teacher Made Writing Prompts Formative: FCAT Writing 2013

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FL. Writing Standards Writing Exemplars	Writing	Div. LA/Rdg.	Grade 3 & 4	November 7 & 8, 2012	Share w/Grade Level, Lesson Plans, Student Work Product	Administration
	Writing	Div. LA/Rdg.	Grade K & 4	November 6, 2012	Share w/Grade Level, Lesson Plans, Student Work Product	Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Attendance Goal #1: To maintain attendance at the_97.07% (602) by creating an environment where parents, teachers, faculty, student and community members feel welcome and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.07% (602)	97.07% (602)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
90	86
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
88	84

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Parents are not sending proper documentation	1.1. Strategies include: •Provide information on	1.1. Administration	1.1. The following reports will be monitored :	1.1. Cognos Reports School District

1	for their child's absences and tardies.	school attendance via parent workshops, Connect Ed, CIS home visits •Counselor will provide group counseling to students with excessive attendance issues •Provide information to all parents on attendance procedures		Daily Attendance Bulletin School District Absentee Reports	Quarterly Report
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School and Home Communication	K-5	Administration	School-wide	August 2012	Monthly parent log complete by teachers	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

of improvement:

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of student suspensions by 3 to 25 student suspensions.
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
28	25
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
21	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	1.1. Students need additional support understanding the Student Code of Conduct and the County Bullying Policy.	1.1. Strategies: •Student orientation on school rules and Student Code of Conduct •Anti-Bullying Box •Individual and Group Counseling •No Place for Hate - Bullying Prevention Program	1.1. Administration	1.1. Cognos Reports to monitor number of suspension (quarterly) Monitor SCMs	1.1. Cognos Reports SCMs

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
Student Code of Conduct and Bullying Policy	K-5	Administration	School-Wide	August 2012	Monitor SCMs of misconduct, student incentives for good behavior (i.e. field trips, dances, participation in extra-curricular activities).	Administration 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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for this year is to increase parental involvement at school site events by offering them at a variety of times in order to accommodate the various schedules that parents maintain
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
43%	50%
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

1. STEM		STEM Goal #1:			
STEM Goal #1:		The goal for the 2012-2013 school year is to increase the number of students completing science fair projects and using the scientific process.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more opportunities to conduct hands-on science experiments.	1.1. We have located the class in a science lab to ensure students are getting more hands-on science experiment activities. In addition, students are receiving 75 minutes of science daily and technology is infused in the lessons. Saturday Academy for science will be provided to selected students.	1.1. Administration	1.1. Monitor regularly by conducting classrooms walk-through. Meet with teachers during planning. Analysis data from ongoing assessments. Discuss progress in order to make adjustments when needed. Monitor lesson plans.	1.1. Formative: Lab Reports Interim Assessments Gizmos report Discovery Learning Reports Edusoft Reports Summative: FCAT 2.0 2013

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
Gizmos	All	Coaches & Staff	All	November 2012	Lesson Plan, Walk-throughs	Administrators
Discovery Learning	All	Coaches & Staff	All	January 2013	Lesson Plan, Walk-throughs	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	Tutorial and Enrichment Services	Hourly Personnel	Title I	\$15,000.00
				Subtotal: \$15,000.00
				Grand Total: \$15,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/17/2012)

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
	\$2,999.00

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

Hold monthly meetings; work collaboratively with the Leadership Team in order to make sure School Improvement Plan is being implemented.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District ARCHCREEK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	67%	85%	47%	271	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	66%	74%			140	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?	67% (YES)	81% (YES)			148	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					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District ARCHCREEK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	68%	91%	37%	272	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	72%	69%			141	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?	65% (YES)	72% (YES)			137	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					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested