FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CUTLER RIDGE ELEMENTARY SCHOOL

District Name: Dade

Principal: Adrienne Wright-Mullings

SAC Chair: Maritza Cortada

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

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	Adrienne L. Wright-Mullings	Bachelor of Science Management Information Systems Florida State University Master of Science Elementary Education Florida International University	9	16	'12 '11 '10 '09 08' 07 School Grade A A A A A A AYP N N N Y Y High Standards Rdg. 65 83 82 83 77 82 High Standards Math 63 87 82 78 78 74 Lrng Gains-Rdg. 76 75 72 72 71 67 Lrng Gains-Math 73 69 72 62 76 64 Gains-Rdg-25% 65 71 55 62 59 64 Gains-Math-25% 71 72 65 54 75 60
		Bachelor of Science Elementary			

| Assis Principal | Norma Sanchez-Zick | Education, ESOL Florida International University Master of Science, Educational Leadership, Nova Southeastern University Barry University Specialist Degree | 9 | 15 | '12 '11 '10 '09 08' 07 School Grade A A A A A A AYP N N N Y Y High Standards Rdg. 65 83 82 83 77 82 High Standards Math 63 87 82 78 78 74 Lrng Gains-Rdg. 76 75 72 72 71 67 Lrng Gains-Math 73 69 72 62 76 64 Gains-Rdg-25% 65 71 55 62 59 64 Gains-Math-25% 71 72 65 54 75 60 |
| Assis Principal | Jennifer Sejeck-Savigne | Bachelor of Science Special Education Florida International University

Master of Science TESOL Nova Southeastern University | 5 | 5 | '12 '11 '10 '09 08' 07 School Grade A A A A A A AYP N N N Y Y High Standards Rdg. 65 83 82 83 77 82 High Standards Math 63 87 82 78 78 74 Lrng Gains-Rdg. 76 75 72 72 71 67 Lrng Gains-Math 73 69 72 62 76 64 Gains-Rdg-25% 65 71 55 62 59 64 Gains-Math-25% 71 72 65 54 75 60 |

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.

	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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned.	Principal, Assistant Principals Professional Development Liaison	On-going	
2	2. Implement Professional Learning Communities in which teachers share best practices, interpret results of tests, accommodate diverse students' learning needs, and address problems.	Principal	On-going	
3	4. Utilize the Mentoring and Induction for New Teachers (MINT) program, the teachers' preparation programs, to provide more training in areas in which teachers feel their skills are weakest.	Principal, Assistant Principals, and Professional Development Liaison	On-going	
4				
5	3. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices.	Principal, Assistant Principals Grade Level Chairpersons	On-going	

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
Two Instructional Staff Members are out-of-field due to not completing all ESOL certification courses.	The two instructional staff members are enrolled in ESOL classes at the present time.

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
57	3.5%(2)	21.1%(12)	36.8%(21)	38.6%(22)	31.6%(18)	100.0%(57)	10.5%(6)	5.3%(3)	66.7%(38)

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
Elke Del Sol	Linda Snowden	Mentor was a former ESOL teacher and works with EEL population	Monitor progress to facilitate teacher's ESOL certification
Elke Del Sol	Simone Kelly	Mentor was a former ESOL teacher and works with EEL population	Monitor progress to facilitate teacher's ESOL certification

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RtI Leadership Team.
Identify the school-based MTS/RtI Leadership Team. Our MTSS/RtI Leadership team consists of :
• Administrators
• Reading Instructional Coach
• Curriculum Leaders for grades K-5
• Curriculum Leaders for Special Areas, ESOL and SPED
• Counselor
• Media Specialist
• Math and Science Liaisons
• School Psychologist

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 the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of data with the goal of impacting student achievement, attendance,

literacy and student social/emotional well being.

The MTSS/RtI Leadership Team will meet monthly, or as needed, to focus on universal screenings, progress monitoring data, and identifying students not maintaining or meeting benchmarks. The team will identify professional development needs to support universal or progress monitoring data for teachers of at risk students and establish a calendar for staff development activities.

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?

The roles and functions of MTSS/RtI Leadership Team:
Principal: The principal will facilitate the MTSS/RtI Leadership Team on a monthly basis, or as needed, while guiding the vision and mission of Cutler Ridge Elementary School. The principal will ensure that the school-based team assesses, implements, and provides appropriate interventions as well as professional development.

Assistant Principals: The assistant principals will provide support to the MTSS/RtI school based team and instructional staff. The assistant principals will ensure the collection of data, the implementation of interventions for identified students, monitor the MTSS/RtI intervention groups, and support professional development activities.
Reading Instructional Coach is Shared: The Reading Coach initiates and develops the Instructional Focus Calendar and assists in data collection and progress monitoring. The Reading Coach assists teachers is analyzing data to shift the instructional focus as needed. In addition, the Reading Coach provides professional development to support the school based MTSS/RtI team and instructional staff.

School Counselor: The counselor interprets data, assists in the identification of at risk students, and supports in the screening process at the school site.

School Psychologist: The psychologist observes students in the classroom environment to determine further screening, participates in the collection, interpretation and analysis of data, and facilitates data-based decision making.

The Students with Disabilities Teacher: The SWD teacher participates in data collection and supports classroom teachers and MTSS/RtI team by collaborating through grade level planning.

Describe the role of the school-based MTSS/RtI
Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
The MTSS/RtL Leadership Team met with the Educational Excellence Student Advisory Committee (EESAC) in collaboration with the Principal to develop the School Improvement Plan. The MTSS/RtI team reviewed the data on targeted student groups and suggested possible solutions. In addition, the MTSS/RtI Leadership Team evaluated the 2010-2011 intervention program to determine the impact on student achievement The MTSS/RtI Leadership Team will also devise a list of professional development to increase the percentage of students meeting or maintaining benchmarks. The MTSS/RtI leadership team will monitor and adjust the school's academic and behavioral goals through data gathering, data analysis, and monitor the delivery of the core curriculum and intervention program

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.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Baseline data in reading, mathematics, science and writing for all tiers: Miami-Dade County Public Schools District Baseline Assessment, Progress Monitoring and Reporting Network, Florida Comprehensive Assessment Test (FCAT), Florida Assessments or Instructions in Reading (FAIR) , Monthly Writing Prompts and CELLA Testing.

Midyear data for all tiers: Florida Assessments for Instructions in Reading (FAIR), School and District based interim assessments in all core curricula.

End of Year data for all tiers: School and District based interim assessments in all core curricula, Florida Comprehensive Assessment Test (FCAT),
Florida Assessment for Instruction in Reading (FAIR)
Ongoing Assessments: Progress Monitoring for all Tier 2 and 3 students.
Utilize Edusoft and Excel to manage data.
Behavior Implementation Plans/Functional Assessment Behavior Plans (BIP/FAB) will be reviewed for identified students and

will be adjusted on an as needed basis. These records are filed in students' cumulative folder and copies given to teacher and parents. A log of students placed on a BIP/FAB will maintained by the Student Services team.

COGNOS , SCAMS and Student Services referral forms are used to manage data which is maintained in a binder by teacher and grade level.

Describe the plan to train staff on MTSS.

Administration, teachers, and support staff will be trained on RtI using the RtI Training Module online, available through MDCPS professional development, and in PD's at school site. The RtI team will also evaluated additional staff PD needs during the monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Administration, teachers, and support staff will support MTSS/RtI Team and have scheduled monthly MTSS/RtI Leadership Team meetings.

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).
Our Literacy Leadership Team consists of the following: Administrators:
• Adrienne L. Wright-Mullings, Principal
• Jennifer Sejeck-Savigne, Assistant Principal
• Norma Sanchez-Zick, Assistant Principal
Reading Leader:
• Michael Lonic, Grade 5 Teacher
Leadership Team for grades K-5:
• Susan Martell – Kindergarten
• Elke Del Sol – First Grade and ESOL Chairperson
• Anna Santana – Second Grade
• Linda Snowden– Third Grade
• Annie Suris-Garcia – Fourth Grade 4
• Lori Williams – Fifth Grade
• Laura Garcia – ESOL Resource Teacher
• Sandra Castellon – Media Specialist
• America Casado – Special Areas
Curriculum Team-Primary:
• Susan Martell-Kindergarten Reading
• Jennifer High-First Grade Reading
• Anna Santana-Second Grade Reading
• Deborah Brown-Kindergarten Mathematics
• Elke Del Sol-First Grade Mathematics
• Margaret Winders-Second Grade Mathematics
• Nadelyn Crawford-First Grade, Science
• Sharon Forrest- Kindergarten Social Studies• Katie May-Taylor-Second Grade Science
Curriculum Team-Intermediate:
• Jacqueline Viera-Third Grade Reading
• Ada Rottler-Third Grade Reading
• Annie Suris-Garcia-Fourth Grade Reading
• Michael Lonic -Fifth Grade Reading
• Maritza Cortada-Third Grade Mathematics
• Pauline Reid-Third Grade Mathematics
• Michelle Rolon-Fourth Grade Mathematics
• Francisco Diaz-Fifth Grade Mathematics
• Christine Michael-Third Grade Science
• Nicole Kelly-Fourth Grade Science
Jennifer Morrow-Fifth Grade Science

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

Our Literacy Leadership Team will meet monthly or on an as -needed bases to:
- Create a literacy foundation to sustain success.
- Assemble a working system to promote positive change.
- Utilize scaffolds to expand success.
- Provide a support system to build capacity and to sustain professional learning with the focus on improving student learning.
- Work collaboratively to investigate and seek solutions to issues of student learning and professional learning.
Administrators will:
- Lead a literacy leadership team and develop a school literacy plan.
- Analyze, organize, and disseminated student data.
- Take action using student achievement data.
- Support teachers in making instructional changes to improve literacy.
- Monitor instruction and provide feedback to teachers. Itinerant Reading Coach will:
- Analyze student data to monitor literacy progress.
- Actively promote the process of literacy in classrooms.
- Remain current on scientifically based reading research
- Be willing an available to advise and assist teachers in assessing student needs and appropriate teaching strategies to improve skills.
- Along with the Media Specialist, maintain a professional library of literacy materials available for school use.
- Assist the Principal in leading the school literacy leadership team.
- Assist the Principal in leading the development and implementation of school literacy plan. Curriculum Leaders/Teachers will:

- Work with teachers to develop teaching plans that reflect nonnegotiable expectations for daily practice.
- Use appropriate assessment to guide practice.
- Participate in professional development.
- Communicate positively about literacy learning across content areas.
- Engage parents in literacy learning.
- Model the love of reading. Media Specialist will:
- Order appropriate materials, including bilingual materials.
- Provide accessibility to students.
- Recommend and help select age-appropriate/reading level appropriate materials to students.
- Along with the Reading Coach, maintain a professional library of literacy materials available for school use.
- Model the love of reading.

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

What will be the major initiatives of the LLT this year?
Initiatives for this year will include but not be limited to:
- Foster reading knowledge within the school building and focus on areas of literacy concern across the school
- Develop and implement a school-wide literacy plan
- Create a positive atmosphere and high expectations for literacy learning across all content areas
- Utilization of resources based on data analysis to address the needs of students
- Alignment across subjects areas

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.

N/A

*Grades 6-12 Only

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

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

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:	Reading Goal #1a: The Results of the 2012 FCAT 2.0 Reading indicate that 26% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (113))	29% (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
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Applications	1a.1. Utilize grade-level appropriate text that includes identifiable author's purpose and author's perspective focusing on the author's feelings. Teach students how to identify main idea, stated or implied, theme/topic, as well as, causal relationships within texts. Use various graphic organizers to assist in the identification of various text structures. Encourage students to ask and answer questions as who, what, when, where, and why to demonstrate understanding of key details/information and events in literature and informational text. Continue the implementation of Differentiated Instruction daily. Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading Leader will	1a.1. Administrators, Reading Coach and LLT.	1a.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from Riverdeep and FCAT Explorer. Summative: 2013 FCAT 2.0 Reading Assessment

		train teachers on using this strategy throughout content areas			

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

<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
		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:	Reading Goal #2a: The results of the 2012 FCAT 2.0 Reading assessment indicate that 39% of students achieved proficiency (Levels 4-5). Our goal for the 2013 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (168))	40% (172)

<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	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Applications	2a.1. Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning.	2a.1. Administrators, Reading Coach and LLT	2a.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment	2a.1. Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from Riverdeep and FCAT Explorer. Summative: 2013 2.0 FCAT Reading Assessment

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

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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading Goal #3a: The results of the 2012 FCAT 2.0 Reading Test indicate that 76% of students made learning gains. Our goal for 2013 school year is to increase student achieving learning gains by 5 percentage points to 81%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
76% (199	81% (212)

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. Limited time and funds for students to utilize technology and tutoring programs has hindered progress	3a.1. Adjust computer lab schedules in order to optimize usage of computers to increase the implementation of Reading Plus to 5 days a week per student. Implement the K-5 Core Academic Focus Academy to support teaching and learning for grades K-4.	3a.1. Literacy Leadership Team	3a.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted	3a.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Reading Assessment

| | | | | programs.

Utilize CAP Reports to review with teachers and make adjustments to instructional focus. | |

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:	Reading Goal #4a: The Results of the 2012 FCAT 2.0 Reading Test indicate that 65% of the students in the lowest 25% percentile made learning gains. Our goal for 2013 school year is to provide appropriate interventions and remediation to increase in the lowest 25% by 5% percentage points making learning gains to 70% proficiency.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
65% (44)	70% (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
	As noted on the administration of the 2012 FCAT 2.0 Reading Test, 35% of students in the lowest 25% did not make learning gains. These students lack of progress indicates that	4a.1. Monitor the effectiveness of interventions and remediation monthly. Monitor student achievement through ongoing assessments. Implement the K-5 Core Academic Focus	4a.1. Literacy Leadership Team	4a.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly grade level meetings to review student progress	4a.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013

				and disaggregate data from ongoing assessments and adjust instructional program.	FCAT 2.0 Reading Assessment
1	additional monitoring and implementing of effective interventions is needed.	Academy to support teaching and learning for grades K-4.		Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs. Utilize CAP Reports to review with teachers and make adjustments to instructional focus.	

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 # 5A :	Reading 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
	67	70	73	76	79	

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 the 2012 FCAT 2.0 Reading Test indicate that 81% of the students in the White subgroup achieved proficiency. Our goal is to increase proficiency by 4 percentage points to 85%. The results of the 2012 FCAT 2.0 Reading Test indicate that 65% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency by 7 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:81% (63) Black:N/A Hispanic:65%((152) Asian:N/A American Indian:N/A	White:85%(66) Black:N/A Hispanic:72%(168) 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
	As noted on the administration of the 2012 FCAT Reading test adequate progress. Identified students Subgroups were not	5B.1. Utilize data to identify students in subgroup that are not making Place students in differentiated instruction	5B.1. Literacy Leadership Team	5B.1. Conduct monthly grade level meetings to Review student progress and disaggregate data from ongoing assessments and adjust	5B.1. Formative: Baseline Assessments Interim Assessments Quarterly exams

| | | proficient.

Placement of students in intervention using "Voyager Passport Program" beyond the regular school hours has been an obstacle due to lack of funding | and guided reading support during the first two weeks of school and monitor progress monthly.

Implement the K-5 Core Academic Focus Academy to support teaching and learning for grades K-4. | | instructional program.

Use computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.

Utilize CAP Reports to review with teachers and make adjustments to instructional focus. | CAP Reports
Summative: 2013 FCAT 2.0 Assessment |
|---|---|---|---|---|---|
| 1 | | | | | |

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: | Reading Goal #5C:
ELL subgroup achieved The results of the 2012 FCAT 2.0 Reading Test indicate that 38% of the students in the proficiency. Our goal is to increase proficiency by 18%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 38%(18) | 58%(27) |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1.
As noted on the administration of the 2012 FCAT Reading test the ELL subgroup did not achieve proficiency.

Placement of students in intervention using "Voyager Passport Program" beyond the regular school hours has been an obstacle due to lack of funding. | 5C.1.
Utilize data and the LEP guidelines to identify students in subgroup that are not making adequate progress. Place students in "Voyager Passport Program" interventions with differentiated instruction and guided reading support during the first two weeks of school and monitor progress monthly.

Implement the K-5 Core Academic Focus Academy to support teaching and learning for grades K-5. | 5C.1.
Literacy Leadership Team | 5C.1.
Review assessment data reports to ensure progress is being made and adjust instruction as needed.

Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program.

Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs. | 5C.1.
Formative:
Baseline Assessments Interim Assessments Quarterly exams CAP Reports

Summative: 2013 FCAT 2.0 Reading Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D: | Reading Goal #5D:
The results of the 2012 FCAT 2.0 Reading Test indicate that 34% of the students in the Students with Disabilities (SWD) subgroup did not achieve proficiency. Our goal is to increase proficiency by 7 percentage points to 41%. |

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

	34% (21).		41% (26)	

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the administration of the 2012 FCAT Reading test the SWD subgroup did not achieve proficiency. Placement of students in intervention using "Voyager Passport Program" beyond the regular school hours has been an obstacle due to lack of funding.	5D.1. Utilize data and Individual Education Plan goals to determine if students identified in this subgroup that are not making adequate progress are eligible to participate in "Voyager Passport Program" ntervention with differentiated instruction and guided reading support within the first month of school and monitor progress monthly. Implement the K-5 Core Academic Focus Academy to support teaching and learning for grades K-5.	5D.1. Literacy Leadership Team SPED Teacher	5D.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.	5D.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: The results of the 2012 FCAT 2.0 Reading Test indicate that 58% of the students in the Economically Disadvantaged Disabilities (ED) subgroup did not achieve proficiency. Our goal is to increase proficiency by 5 percentage points to 63%.

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

58% (171).	63% (186)

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	5E.1. As noted on the administration of the 2012 FCAT Reading test the ED subgroup did not achieve proficiency. Placement of students in intervention using "Voyager Passport	5E.1. Place students in "Voyager Passport Program interventions with differentiated instruction and guided reading support during the first month of school and monitor progress monthly.	5E.1. Literacy Leadership Team	5E.1. Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer	5E.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013

Program" beyond the regular school hours has been an obstacle due to lack of funding.	Implement the K-5 Core Academic Focus Academy to support teaching and learning.			laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.	FCAT 2.0 Reading Assessment	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ready Schools PLC at Grade Level Meetings	K-5	Ready Schools Coaches	Ready Schools Coaches	Every 4th Wednesday of the Month, Beginning on September 26, 2012	Grade Level PLC Meeting Follow Up	Principal Assistant Principal Professional Development Liaison
Instructional Strategies for Content Area PD for All Faculty Members	K-5	PD Liaison and Curriculum Leaders	All Faculty	August 16, 2012	PD Follow Up Assignments and PLC Grade Level Meetings	Principal, Assistant Principal
Common Core Standards	K-5	Grade Level Chairperson	K-2 Reading Teachers	Every 2nd Wednesday of the Month, Beginning on September 12, 2012	Student Work/ Classroom Walkthroughs	Itinerant Reading Coach/Administration
PLC Topic-Rigorous Differentiated Instruction and Guided Reading	K-5 Reading Teachers	Reading Coach	K-5 Teachers	Early Dismissal Days, Beginning Wednesday, September 19, 2012.	Student Assessments Classroom Visits	Principal and Assistant Principal Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Guided Reading to build understanding of words in context.	Xeroxing Cost and purchasing of Center materials and parent Make and Take packets	Discretionary Funds	$1,000.00
Use how- to articles, brochures, fliers and real-world documents such as Super Science to identify text features and to locate, interpret and organize information.	Scholastic Super Science Magazine	Discretionary Fund	$1,000.00
Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers. Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers. Utilize exemplar text to	Exemplar Text: Fiction and Non-Fiction Literature	Discretionary Funds	$1,500.00

allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers.

| | | | Subtotal: $3,500.00 |

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Use three computer laboratories on site and new QZAB classroom, small computer labs to access a minimum of 60 minutes weekly and log in all grades 3-5 students on Reading Plus. K-2 will use other programs such as River Deep, Ticket to Read and Gizmos	Hourly Paraprofessional	SLC-ACT	$6,000.00
			Subtotal: $6,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Grade Level PLC Meetings Support for PD Technology Refresher in using computer programs and AP reports for Reading Plus, AR , FCAT Explorer, Ticket to Read, and Gizmos	Substitute coverage	Discretionary Funds	$1,000.00
			Subtotal: $1,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,500.00

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: The results of the 2011-2012 CELLA Listening/Speaking portion indicate that 37% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 39% 37% (48)
2012 Current Percent of Students Proficient in listening/speaking:	
37% (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
	1.1. The affective factors that play a negative role in strategy acquisition include anxiety, distress, frustration, and	1.1. Implement auditory stragegies by listening to tapes with headphones during language arts and student centers	1.1. Administrators, Itinerant Reading Coach and LLT	1.1. Analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill	1.1. Formative: Progress monitoring assessment data reports. Waterford,

| | | | | attainment.

Ongoing classroom observations | Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments

Summative: Results from the 2013 CELLA Listening/Speaking Assessment. |

| 1 | resistance.

Challenges in this area involve a lack of dominance in the English language. | Provide students with Modeling, Teacher Lead Groups, Use of Illustrations and the Language Experience Approach in order to increase listening skills. | | | |

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:	The results of the 2011-2012 CELLA Reading portion indicate that 28% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 30%.

2012 Current Percent of Students Proficient in reading:

28 % (37)

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. The affective factors that play a negative role in reading proficiency is lack of fluency and reading comprehension. Challenges in this area involve a lack of English language base including grammar and vocabulary, which hinder students from grasping meaning in reading.	2.1. Use how-to articles, brochures, fliers and real-world documents such as Super Science to identify text features, to locate, interpret and organize information. Activating prior knowledge, Making predictions, Question-Answer-Relationship using task cards. Read-alouds, choral reading, Readers theatre, cooperative learning. Focus on key vocabulary. Interactive word-walls, decoding, phonics, and spelling.	2.1. Administrators, Itinerant Reading Coach and LLT	2.1. Analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom observations	2.1. Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/ Speaking Assessment.

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: The results of the 2011-2012 CELLA Writing portion indicate that 25% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 27%.

2012 Current Percent of Students Proficient in writing:

25% (32)

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				

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 #1: The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 27% 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 7 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (118)	34% (147

	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. Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 : Number: Fractions Mathematics assessment, the area of greatest difficulty for Grade 4 students was Reporting Category 2 : Number: Fractions Mathematics assessment, the area of greatest difficulty for Grade 5 students was Reporting Category 2 : Number: Fractions	1a.1. Students will be provided opportunities to use GO Math! Florida online interventions to provide additional instruction and practice with alternative approaches to understanding fractions and their equivalences.	1a.1. Administrators, Math Coach	1a.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies will be made as needed.	1a.1. Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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 mathematics. Mathematics Goal #2a:	Mathematics Goal #2a: The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 36% of students achieved proficiency (Level 4-5). Our goal for the 2013 school year is to increase Levels 4 and 5 student proficiency by 3 percent point to 39 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(157)	39%(168)

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. Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2 : Number: Fractions Mathematics assessment, the area of greatest difficulty for Grade 4 students was Reporting Category 2 : Number: Fractions Mathematics assessment, the area of greatest difficulty for Grade 5 students was Reporting Category 2 : Number: Fractions	2a.1. Students will be provided opportunities to use GO Math! Florida enrichment to provide additional instruction and practice with alternative approaches to understanding measurement and geometry skills. Provide opportunities to build, draw and analyze models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	2a.1. Administrators, Math Coach	2a.1. Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as necessary.	2a.1. Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

of improvement for the following group:

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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: On the 2012 FCAT 2.0 Mathematics test, 73 % of students made Learning Gains. Our goal for 2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 78%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% ((191).	78% (204)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td>1</td>
<td>3a.1.
The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.
Providing training in the adopted Math series.</td>
<td>3a.1.
Engage students in technology programs such as Gizmos, SuccessMaker and Riverdeep. Professional Development focusing on the new adopted math series and the NGSSS, and C-Palms.</td>
<td>3a.1.
RtI Leadership Team</td>
<td>3a.1.
Review assessment data reports to ensure progress is being made and adjust instruction as needed
Lesson Plans
Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.
Utilize CAP Reports to review with teachers and make adjustments to instructional focus.
Math Unit Tests
Math Pacing Guides</td>
<td>3a.1.
Formative:
Baseline Assessments
Interim Assessments
Quarterly exams
CAP Reports
Summative:
2013 FCAT 2.0 Mathematics Assessement</td>
</tr>
</table>

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
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:	Mathematics Goal #4a: On the 2012 FCAT 2.0 Mathematics Test, 71% of students made Learning Gains. Our goal for 2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (47)	76% (50)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. As noted on the 2012 FCAT 2.0 Mathematics administration, the area of deficiency is Geometry and Measurement . Implementation of new adopted math series and Next Generation Sunshine State Standards Use of Smart Boards in classrooms at Satellite Learning Center to access mathematics and science websites for instructional support	4a.1. Implement schedule to provide intervention skills to students during Early Bird Math, and intervention skills during special area class pull out schedules Utilize FCAT Explorer, Riverdeep, and Success Maker to improve basic math facts. Provide instructional support to use new Smart Boards to engage learners in mathematical concepts	4a.1. RtI Leadership Team	4a.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed Lesson Plans Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs. Utilize CAP Reports to review with teachers and make adjustments	4a.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

				to instructional focus. Math Unit Tests Math Pacing Guides Grade Level Department discussions and meeting	

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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 the 2011 FCAT 2.0 Mathematics Test indicate that 81% of the students in the White subgroup achieved proficiency. Our goal is to increase proficiency by 11 percentage points to 92%. The results of the 2012 FCAT Reading Test indicate that 51% of the students in the Black subgroup achieved proficiency. Our goal is to increase proficiency by 7 percentage points to 58%. The results of the 2012 FCAT Reading Test indicate that 67% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency by 7% percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 81% (63) Black:51% (54) Hispanic: 67% (157) Asian: American Indian:	White: 85% (66) Black:58%(61) Hispanic: 74% (173) Asian: American Indian:

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 decrease indicates that students are not making appropriate learning gains. The deficiency would be the schools limited remediation resources.	5B.1. Implement a tutorial program for students in the Black and Hispanic subgroups in the area of Mathematics. Engage students in technology programs such as Gizmos, Success Maker and Riverdeep. Professional Development focusing on the new adopted math series and the	5B.1. RtI Leadership	5B.1. data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer laboratory schedule and the computers in the	5B.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

| | | NGSSS, and C-Palms | | classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs. Utilize CAP Reports to review with teachers and make adjustments to instructional focus | |

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 the 2011 FCAT 2.0 Mathematics Test indicate that 47% of the students in the ELL subgroup achieved proficiency. Our goal is to increase proficiency by 22 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (22)	69% (32)

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. The decrease indicates that students are not making appropriate learning gains. The deficiency would be the schools limited remediation resources	5C.1. Implement a tutorial program for students in the ELL subgroup in the area of Mathematics. Engage students in technology programs such as Gizmos, SuccessMaker and Riverdeep. Professional Development focusing on the new adopted math series and the NGSSS, and C-Palms	5C.1. RtI Leadership	5C.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs. Utilize CAP Reports to review with teachers and make adjustments	5C.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Mathematics Goal #5D: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 57% of the students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal is to increase proficiency by 11 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| 45% (28) | | | 47%(30) | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The decrease indicates that students are not making appropriate learning gains. The deficiency would be the schools limited remediation resources.	5D.1. Implement a tutorial program for students in the SWD subgroup in the area of Mathematics. Engage students in technology programs such as Gizmos, Success Maker and River Deep. Professional Development focusing on the new adopted math series and the NGSSS, and C-Palms.	5D.1. RtI Leadership	5D.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.	5D.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative:2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Mathematics Goal #5E: The results of the 2011 FCAT 2.0 Mathematics Test indicate that 57% of the students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase proficiency by 11 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(168)	68% (201)

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. The decrease indicates that students are not making appropriate learning gains. The deficiency would be the schools limited remediation resources.	5D.1. Implement a tutorial program for students in the ED subgroup in the area of Mathematics. Engage students in technology programs such as Gizmos, SuccessMaker and Riverdeep. Professional Development focusing on the new adopted math series and the NGSSS, and C-Palms 5B.1.	5D.1. RtI Leadership	5.D.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct monthly grade level meetings to review student progress and disaggregate data from ongoing assessments and adjust instructional program. Utilize computer laboratory schedule and	5D.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

| | | Implement a tutorial program for students in the ED subgroup in the area of Mathematics.

Engage students in technology programs such as Gizmos, SuccessMaker and Riverdeep.

Professional Development focusing on the new adopted math series and the NGSSS, and C-Palms | | the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.

.

Utilize CAP Reports to review with teachers and make adjustments to instructional focus. | |

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
Go Math Online Resources	3-5 Math	Houghton Mifflin Harcourt PD Specialists	3-5 Math Teachers	October 24, 2012	Classroom Walkthroughs and Grade Level Planning Sheet	Assistant Principal and Math Liaison

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:	Science Goal #1a: The results of the 2012 FCAT 2.0 Science assessment indicate that 20% 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 25% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (25)	25% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency according to the 2011 FCAT Science Test is Earth/ Space Science.	1.1.After each grading period or semester, choose 1 day to do a mini-science camp to address through hands-on activities all major benchmarks from the grading period and participate in the design and development of models of the solar system. Utilize differentiated instruction strategies at all levels of instruction and utilize Science NGSSS, and C-Palms. . During delivery of content, use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles. Assign Earth and Science modular projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through alternative assessments.	1.1. Leadership Team	1.1. Review assessment data reports to ensure progress is being made and adjust instruction as needed Lesson Plans Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs. Utilize CAP Reports to review with teachers and make adjustments to instructional focus. Science Unit Tests Grade Level Department discussions and meetings	1.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Science Assessment

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2011 FCAT Science Test,15% of students scored above proficiency (FCAT level 4 and 5 is to increase the percentage of students achieving proficiency by 3 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (23)	17% (25)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of most difficulty was Reporting Category 1: The Nature of Science Students need additional opportunities for inquiry- based and independent investigations.	2.1. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking by having hands-on science experiments weekly. Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, reading science and Science NGSSS, and C-Palms. .	2.1. Leadership Team	2.1. Science Fair Lesson Plans Science Unit Tests Grade Level Department discussions and meetings Utilize computer laboratory schedule and the computers in the classrooms for individual students to regularly access Reading Plus, River Deep, Ticket to Read, Gizmos and other computer assisted programs.	2.1. Formative: Baseline Assessments Interim Assessments Quarterly exams CAP Reports Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7	

in science.

Science Goal #2b:

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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
2012 – 2013 MDCPS Science Fair Guidelines	3-5 Science	Science Liaison	3-5 Science Teachers	November 28, 2012	School participation in the Science Fair and results	Science Liaison
PLC Topic – Vertical and Horizontal Continuity in Physical Science/ Fair Game Benchmarks	3-5 Science	PLC Facilitator	3-5 Science Teachers	September 19, 2012	Grade Level Planning Sheet	Science Liaison and Grade Level Curriculum Leader

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Science Budget:

<table>
<tr><td colspan="4">Evidence-based Program(s)/Material(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $0.00</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>Brainpop</td><td>Online videos for Math and Science</td><td>EESAC</td><td>$3,000.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $3,000.00</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $0.00</td></tr>
</table>

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing Goal #1a: The results of the 2012.0 FCAT Writing indicate the 82% of students achieved a level 3 or higher. Our goal for the 2013 school year is to increase the percentage by 2% of students scoring at level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82 % (117)	84 % (120)

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. Students' lack practice following the writing process and experience in editing and revising their work.	1a.1. Students will be exposed to the writing process and be instructed with Best Practices strategies from the time they enter the school. Students will be exposed to mentor text, explicit instruction and independent practice. Emphasis will be given to support element. Students will confer in pairs and provide feedback on word choice, specificity, depth, relevance and thoroughness. After which students will have a conference with the teacher to address additional changes that need to be made.	1a.1. Administrators, the reading coach and members of the LLT will help the classroom teachers analyze student's work	1a.1. Biweekly the reading coach will assist classroom teachers in analyzing students' writing in order to determine their needs and adjust the instruction.	1a.1. Formative-Biweekly writing samples Summative-2013 FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	

Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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:	#1: Our attendance level increased slightly to 96.24% during 2011 – 2012 . Our goal for the 2012-2013 school year is to increase attendance to 0 .5% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel safe and successful Our goal for the 2012-2013 school year is to decrease tardies by 0.5% minimizing tardies and to create a climate in our school where parents, students and faculty feel safe and successful
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.24%	96.74%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
194	232
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
184	220

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 do not understand the importance of regular daily school attendance. Fail to submit notes to document excused absences. Earlier intervention is needed to prevent an increase in absences.	1.1. Identify and target students with 5 absences or more based upon the 2010-2011 Truancy Reports. Use Connect-Ed messages to inform parents of student absences on a daily basis. Promote "Attendance Lotto" and explain to students and parents how lotto works i.e. good attendance puts student's name in weekly drawing	Assistant Principal Attendance Clerk Homeroom Teachers	1.1 Daily review of attendance rate and ongoing quarterly review of attendance data (i.e. excused/unexcused absences, tardies).	1.1. Daily percentage of overall student attendance report. Attendance Bulletin Truancy Reports

| 1 | | resulting in incentives being awarded in the school office and select student prizes. Use televised closed circuit television to highlight the "lotto" winners and process to select students who are in the "good attendance lottery". Provide teachers with monthly excessive attendance report. Inform parents of attendance guidelines via Attendance Review Committee and attendance guidelines. | | | | | |

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
Best Practices in Writing: Conventions	Grades 3-4 Language Arts Teachers	Curriculum Leaders	Grades 3-4 Language Arts Teachers	November 28, 2012	Student writing samples/ Classroom Walkthroughs	Administration/ Itinerant Reading Coach

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to positively impact student attendance, a myriad of strategies and interventions will be implemented at the school, classroom, and individual level.	Attendance Lotto & Materials for incentives and reward day	Discretionary Funds Library Trust Funds PTA	$2,500.00
			Subtotal: $2,500.00
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: $2,500.00

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:	Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the number of students receiving In-School Suspensions by 10 %. Our goal for the 2012-2013 school year is to decrease the number of students receiving Out-Of-School Suspensions by 10 %.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
25	23
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
25	23
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
14	13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14	13

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. An anticipated barrier to decreasing the amount of students who receive In-School suspensions during the 2012-2013 school year is the amount of collaboration time between all stakeholders involved.	1.1. In order to decrease the amount of students who receive In-School suspensions during the 2012-2013 school year a school-wide Discipline Committee will continue to utilize incentives to increase students' positive behavior.	1.1. Strategies and interventions will be monitored by the administrative team and the Discipline Committee.	1.1. Monitor COGNOS report on student suspension rates	1.1. COGNOS suspension report.

1	An anticipated barrier to decreasing the amount of students who receive Out –of- School suspensions during the 2012-2013 school year is the amount of collaboration time between all stakeholders involved.				
2	1.2. An anticipated barrier to decreasing the amount of students who receive Out-Of-School suspensions during the 2012-2013 school year may be the lack of student motivation to adhere to the Student Code of Conduct.	1.2. In order to decrease the amount of students who receive Out-Of-School suspensions during the 2012-2013 school year, the character education curriculum will continue to be utilized to increase student's positive behavior	1.2. Strategies and interventions will be monitored by the administration team and the Discipline Committee	1.2. Monitor COGNOS report on student suspension rates	1.2. COGNOS suspension report.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to decrease the amount of students who receive In-School suspensions during the 2012-2013 school year a school-wide Discipline Committee will be created to develop incentives for student's positive behavior.	Materials for incentives and reward day.	PTA	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

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.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities from 96% to 97%,according to participation logs.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
96%	97%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have limited knowledge and understanding of school wide programs and available resources.	Invite parents, students, and teachers to participate in workshops focusing on the use of technology to improve student learning. Facilitate the use of parenting materials at the Parent Resource Center Hold a Kick Off event to increase participation of families and grandparents in school wide events .	Principal Assistant Principals Reading Coach Parent Academy Coordinator/Liaison	1.1. Review sign in sheets/logs to determine the number of parents attending school trainings and the Parent Resource Center Count the sign in sheets as recorded and used for the Golden Apple School Award tabulation Tabulate, review and add the Family Participation Activities as filed in the 2013 Five Star Portfolio Use the evaluative documentation that is filed & displayed for our parental involvement program as required for the Florida State Parental Involvement Award Best Practices-website "Grandparents as Resources"	Sign in sheets/logs Parental Involvement Monthly School Report Grandparent's Kick Off Involvement Event

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
Facilitate the use of parenting materials at the Parent Resource Center.	Materials to assist parents in the understanding of available resources.	Discretionary Funds	$250.00
Facilitate Parent Portal Training	Materials to duplicate, instructions and hands on training at school site	PTA	$250.00
			Subtotal: $500.00
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: $500.00

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: To increase the level of student participation in our annual Science Fair.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The incorporation of STEM activities into the focus calendar as well as the provision of opportunities to participate in inquiry-based activities on an on-going basis	1.1. To provide professional development on STEM and it's usage in the curriculum	.1. Assistant Principal and Science Liaison	.1. Data from school-based assessments and District Interim Assessments	.1. Formative: Weekly Benchmark assessments and District Interims. 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
STEM	3-5 Math	Math Liaison	3-5 Math & Science	September 26, 2012	Classroom Walkthroughs	Administrators and Science Leader

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
Reading	Utilize Guided Reading to build understanding of words in context.	Xeroxing Cost and purchasing of Center materials and parent Make and Take packets	Discretionary Funds	$1,000.00
Reading	Use how- to articles, brochures, fliers and real-world documents such as Super Science to identify text features and to locate, interpret and organize information.	Scholastic Super Science Magazine	Discretionary Fund	$1,000.00
Reading	Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers. Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers. Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers.	Exemplar Text: Fiction and Non-Fiction Literature	Discretionary Funds	$1,500.00
Attendance	In order to positively impact student attendance, a myriad of strategies and interventions will be implemented at the school, classroom, and individual level.	Attendance Lotto & Materials for incentives and reward day	Discretionary Funds Library Trust Funds PTA	$2,500.00
Suspension	In order to decrease the amount of students who receive In-School suspensions during the 2012-2013 school year a school-wide Discipline Committee will be created to develop incentives for student's positive behavior.	Materials for incentives and reward day.	PTA	$200.00
Parent Involvement	Facilitate the use of parenting materials at the Parent Resource Center.	Materials to assist parents in the understanding of available resources.	Discretionary Funds	$250.00
Parent Involvement	Facilitate Parent Portal Training	Materials to duplicate, instructions and hands on training at school site	PTA	$250.00
				Subtotal: $6,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Use three computer laboratories on site and new QZAB classroom, small			

Reading	computer labs to access a minimum of 60 minutes weekly and log in all grades 3-5 students on Reading Plus. K-2 will use other programs such as River Deep, Ticket to Read and Gizmos	Hourly Paraprofessional	SLC-ACT	$6,000.00
Science	Brainpop	Online videos for Math and Science	EESAC	$3,000.00
				Subtotal: $9,000.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Grade Level PLC Meetings Support for PD Technology Refresher in using computer programs and AP reports for Reading Plus, AR , FCAT Explorer, Ticket to Read, and Gizmos	Substitute coverage	Discretionary Funds	$1,000.00
				Subtotal: $1,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $16,700.00

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

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
Support programs for students identified as needing tutoring and intervention skills in the core areas of Reading, Math, Science and Writing with intervention support, instructional materials, Brain POP and other supplemental materials as needed. Provide rewards and incentives for students participating in the intervention skills program throughout the school year. Provide support for technology supplies such as toner, ink cartridges, printers and other classroom support for technology items.	$3,340.00

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

1) Develop and monitoring of the School Improvement Plan (SIP), Review data at regularly scheduled meetings.

2) Support programs for students identified as lowest 25%, economically disadvantaged, EEL (limited English) and needing tutoring and intervention skills in the basic areas of Reading, Math, Science and Writing with instructional materials, and other supplemental materials as needed with hourly personnel.

3) Provide rewards and incentives for students participating in the intervention and purchase Brain Pop Math/Science Technology Program

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
CUTLER RIDGE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	87%	98%	53%	321	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	75%	69%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	72% (YES)			143	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					608	
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
CUTLER RIDGE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	94%	59%	317	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%	72%			144	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?	55% (YES)	65% (YES)			120	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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested