

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: AMELIA EARHART ELEMENTARY SCHOOL

District Name: Dade

Principal: Lisa K. Wiggins

SAC Chair: Elsie Carrasquillo

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/24/2012

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	Lisa K. Wiggins	Degree/s: BS-Elementary Education, Florida Memorial College MS-Elementary Education, Nova Southeastern University Certifications: Elementary Education, Educational Leadership	2	8	12 11 10 09 08 School Grade B A A A A High Standards RDG. 51 67 79 81 78 High Standards Math 53 70 79 83 80 Learning Gains-RDG. 76 62 69 69 68 Learning Gains-Math 58 63 72 75 75 Gains-Rdg-25% 86 60 63 69 60 Gains-Math-25% 58 69 62 74 70
		Degrees: BS-Elementary Education Florida International University			12 11 10 09 08

Assis Principal	Judy Gonzalez	MS-Reading Education Florida International University Specialist Educational Leadership Nova Southeastern University	1	3	School Grade B A A A A High Standards RDG. 51 73 71 72 66 High Standards Math 53 79 70 75 72 Learning Gains-RDG. 76 79 73 72 70 Learning Gains-Math 58 65 64 71 60 Gains-Rdg-25% 86 76 58 64 73 Gains-Math-25% 58 68 69 75 73
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentoring Program	Administration	August 2012 – June 2013	
2	2. Attend New Teacher Recruitment Fair provided by the district to recruit and retain high quality, highly qualified teachers.	Administration	August 2012 – June 2013	
3	3. Scheduled meetings monthly with new teachers (Professional Learning Community)	Administration	August 2012 – June 2013	
4	4. Offer placements for internships from local universities.	Administration	August 2012 – June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of field (2.86% [1])	Professional development will be provided to assist in passing certification exam.

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
44	0.0%(0)	6.8%(3)	45.5%(20)	47.7%(21)	40.9%(18)	77.3%(34)	4.5%(2)	0.0%(0)	77.3%(34)

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
NA	NA	NA	NA

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title I and Title III in ensuring staff development needs are provided. The Reading Facilitator develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Facilitator identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services or children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services.

Title I, Part C- Migrant

Not applicable

Title I, Part D

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

Title II

The District uses supplemental funds for improving education such as training to certify qualified mentors for the New Teacher Program.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

- Title X- Homeless District Homeless Social Worker provides assistance for students identified as homeless for a free and appropriate education.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the Community.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be

stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Amelia Earhart Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Amelia Earhart Elementary offers a non-violence and anti-drug program to students that incorporate fieldtrips, community service and counseling.

Nutrition Programs

Amelia Earhart Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Amelia Earhart Elementary is provided a video and curriculum manual a contest is sponsored by the homeless trust community organization.

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Amelia Earhart Elementary provides readiness to prepare students in the integration of academic and career technical components.

Job Training

Not Applicable

Other

Amelia Earhart Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs. Increase parental engagement/involvement through developing(with on-going parental input) our Title I School-Parent Compact (for each student);our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents necessary in order to comply with dissemination and reporting requirements. Conducting formal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. In addition, Title1schools must: Complete Title 1 Administration Parental Involvement Monthly School Reports (FM6914Rev.06-08)and the Title 1 Parental Involvement Monthly Activities Report(FM691303-07), and submit to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by the Title I Administration, is to be completed by parents/families annually in May. The Survey results are to be used to assist with revising our Title I parental documents for the approaching year.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RTI leadership team. The Amelia Earhart Elementary MTSS/RTI Leadership team is composed of vital support personnel including the Principal, Assistant principal, Reading Facilitator, SWD Specialist, Psychologist, Counselor and Math Leader. The goal of the School-based MTSS/RTI Team is to work collaboratively in examining available data with the goal of impacting student achievement, school safety, school culture and the prevention of student failure through early interventions.

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

The team meets once a month to engage in the following activities: Review data and link to instructional decisions; review progress monitoring data at the gradelevel and classroomlevel to identify students who are meeting/exceeding benchmarks,at moderate risk or at high risk for not meeting benchmarks.Based on the above information,the team will identify professional development activities and resources.The team will also collaborate regularly,problemsolve,share effective practices,evaluate implementation,make decisions,and practice new processes and skills.The team will also facilitate the process of building consensus,increasing infrastructure,and making decisions about implementation.

Describe the role of the school-based 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 School-based MTSS/RtI team collaboratively meets with the Educational Excellence School Advisory Council(EESAC)to analyze data and develop all the components listed on the School Improvement Plan.The RtI Team will meet monthly to review report the status of the goals listed in the School Improvement Plan in order to monitor progress and guide instructional decisions.

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.

Amelia Earhart uses Edusoft to summarize data in the following ways:

Data will be used to redirect and guide instructional decisions for students to succeed to capacity.This includes;adjustment of the delivery of instruction to meet student needs,adjustment of behavior modification models,adjustment of school allocations for needed instructional materials,adjustments in Professional Development activities scheduled throughout the school year and to establish adequate interventions.

1.Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth in order to identify and develop interventions

2.Managed data will include: Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- Schoolsite specific assessments

Behavior

- Student Case ManagementSystem
- Detentions
- Suspensions/expulsions
- Referrals by student behavior,staff behavior,and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. Training for all administrators in the RtI problem solving at Tiers 1,2,3, and intervention Plan.
2. Providing support for school staff to understand basic RtI principles and procedures.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI

framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy-Leadership Team is composed of the following staff members: Lisa K. Wiggins (Principal), Judy Gonzalez (Assistant Principal), Veronika Sasturrias (Reading Facilitator), Dianelys Castañeda (Math Leader), Betsy Egipciano (Science Leader/PD Liason), Ermindia Veloso (SWD Chairperson), and Gregory Xiques (Special Area Teacher).

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

- Monitor academic data
- Review progress monitoring data
- Evaluate the effectiveness of the interventions
- Make decisions based on performance outcomes
- Identify professional development needs for faculty as indicated by student needs

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

The major initiative of the LLT this school year is to promote differentiated instruction during the two-hour Reading/Language Arts block. Reading teachers will participate in professional development sessions in order to maximize their knowledge of differentiated instruction. The Literacy Leadership Team will analyze and address school-wide growth trends in order to identify the areas of need. Supplemental materials will be provided in order to assist accordingly to the areas identified. The team will assist in developing model classrooms to enhance student achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

At Amelia Earhart Elementary, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual group needs. All students are assessed within the area of Basic Skills/School Readiness using the FAIR assessment and Oral Language Proficiency Scale-Revised (OLPS-R) Test. Students are then placed in the appropriate homeroom. All students will be assessed using the FAIR mid-Year and at the end of the year. Data from these assessments will be used to guide and redirecting instruction as well as social skill development as needed throughout the school year. Students in need of social/emotional development will be monitored using Response to Intervention (RTI).

Title I administration assist the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and

paraprofessionals. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides Assistance for preschool transition through the Florida Voluntary Pre-Kindergarten Assessments.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not Applicable

*High Schools Only

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

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

Not Applicable

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?

Not Applicable

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 23% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points from 23% to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (53)	28% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reported category 2: Reading Application Students require a more in depth foundation in Chronological order, Conclusion/inference; Main idea; Relevant details.	1A.1. Teachers will implement the use of SuccessMaker within differentiated instruction which will assist students with their Reading Application skills.	1A.1. Administration & LLT	1A.1. A SuccessMaker log will be kept in order to monitor growth and consistency. Also, a monthly report indicating student performance will be analyzed by Reading Facilitator and administration monthly.	1A.1. Formative Assessment: Teacher generated assessments, and District Interims SuccessMaker monthly reports Summative Assessment 2013 FCAT 2.0 Reading Assessment
2	1A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reported category 3: Literary Analysis/Fiction/Nonfiction Students require a more in depth foundation in Character development and Text features.	1A.2 The use of bell ringers will be implemented. Graphic organizers, concept maps, compare/contrast, and locating signal/key word strategies will be utilized to enhance student performance in the area of Literary Analysis.	1A.2. Administration & LLT	1A.2. Reading Facilitator will monitor while conducting biweekly walkthroughs.	1A.2. Formative Assessment Teacher generated assessments, and District Interims Summative Assessment 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 31% of students achieved levels 4, 5, and 6. Our goal for the 2012-2013 school year is to increase levels 4, 5, and 6 proficiency by 5 percentage points from 31% to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (10)

36% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students need reinforcement understanding Sequence of Events in a given story.	1B.1. Text readers that provide print with visuals will be utilized by the teacher in order to demonstrate Elements of the Structure, and Chronological Order.	1B.1. Administration & LLT	1B.1. Reading Facilitator will monitor while conducting biweekly walkthroughs.	1B.1. Formative Assessment: Teacher generated assessments Summative Assessment: 2013 Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 24% of students achieved level 4 or above proficiency. Our goal for the 2012-2013 school year is to increase level 4 & 5 student proficiency by 2 percentage points from 24% to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (56)	26% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reported category 2: Reading Application. Students require a more in depth foundation in the area of Author's Purpose, Main Idea, Cause & Effect, Relevant Details, Compare & Contrast, Chronological Order, and Elements of the Structure.	2A.1. Implementation of Accelerated Reader will enhance and reinforce critical thinking and higher order questioning.	2A.1. Administration & LLT	2A.1. Differentiated Instruction log will be kept in order to monitor student progress on a monthly basis by Reading Facilitator and administration.	2A.1. Formative Assessment: Teacher generated assessments, and District Interims Summative Assessments: 2013 FCAT 2.0 Reading Assessment
2	2A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reported category 3: Literary Analysis. Students require a more in depth foundation to enhance Elements of	2A.2. The use of bell ringers passages and FCAT 2.0 Task Cards will be implemented to enhance instruction.	2A.2. Administration & LLT	2A.2. Reading Facilitator will monitor biweekly while conducting walkthroughs.	2A.2. Formative Assessment: District Interims Summative Assessments: 2013 FCAT 2.0 Reading Assessment

	Structure, Descriptive & Figurative Language, Text Features.				
3	2A.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reported category 4: Informational Text/Research Process. Students require a more in depth foundation in interpret and organize information.	2A.3. Students will read Time For Kids magazine articles during small group center time in order to enhance interpreting graphical information, and identifying the validity and reliability of information within, and across texts.	2A.3. Administration & LLT	2A.3. Differentiated Instruction log will be kept in order to monitor student progress. Reading Facilitator will monitor monthly by walkthroughs.	2A.3. Formative Assessment: District Interim Data reports Summative Assessments: 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 38% of students achieved at or above level 7. Our goal for the 2012-2013 school year is to increase at or above level 7 by 3 percentage points from 38% to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (12)	41% (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	2B.1. Students need reinforcement in understanding vocabulary.	2B.1. Vocabulary will be introduced to students with picture books.	2B.1. Administration & LLT	2B.1. Reading Facilitator made rubric will be used during oral questioning to monitor student progress on a monthly basis.	2B.1. Formative Assessment: Teacher generated assessments Summative Assessment: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of 2011-2012 FCAT 2.0 Reading Test indicate that 76% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points from 76% to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(114)	81%(122)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>3A.1. As noted on the 2012 administration of the FCAT 2.0 Test the percentage of students making learning gains increased by 5 percentage points.</p> <p>The area of deficiency was Category 2: Reading Application</p> <p>Students require a more in depth foundation in Main idea; Relevant details.</p>	3A.1. Reading Plus will be incorporated into the reading program.	3A.1. Administration & LLT	3A.1. Reading Facilitator will pull reports and monitor student progress at the end of each month.	<p>3A.1. Formative Assessment: District Interim Data reports</p> <p>Summative Assessment: 2013 FCAT 2.0 Reading Assessment</p>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 78% of students made learning gains. Our goal for the 2012-2013 school year is to increase students making learning gains to 5 percentage points from 78% to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(13)	83%(14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students need reinforcement in the comprehension of details that occur in a given story.	3B.1. Assistive Devices such as Leapsters will be utilized to stimulate student engagement and improve comprehension. (high interest low readability)	3B.1. Administration & LLT	3B.1. Monthly informal walkthroughs will be conducted by administration and LLT.	<p>3B.1. Formative Assessment: Teacher generated assessments</p> <p>Summative Assessment: 2013 Florida Alternate Assessment</p>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The result of 2011-2012 FCAT 2.0 Reading Test indicates that 86% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the number of student achieving a learning gain in the lowest 25% by 5 percentage points from 86% to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(33)	91%(35)

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	<p>4A.1. As noted on the 2012 administration of the FCAT 2.0 test the number of students in the lowest 25% making learning gains increased by 7 percentage points.</p> <p>The noted area of deficiency was Category 2: Reading Application</p> <p>Students require a more in depth foundation in Author's Purpose/Perspective, Main Idea, Relevant Ideas, Chronological Order, Conclusion and Inference, Text Structure, Cause and Effect, Compare and Contrast, Theme/Topic</p>	<p>4A.1. A rotation schedule will be developed to allow ample time to meet with the targeted lowest 25% in a small group setting. An interventionist will work with students to strengthen skills.</p>	<p>4A.1. Administration & LLT</p>	<p>4A.1. Biweekly data chats will be conducted by administration to monitor student progress.</p>	<p>4A.1. Formative Assessments: District Interim Data reports.</p> <p>Summative Assessment: 2013 FCAT 2.0 Reading Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
		<p>According to the 48% of students meeting high standards in the 2010-2011 school year, we will reduce the proportion of students scoring at levels 1 and 2 by 50% over six years (22% by 2016-2017). We will achieve Annual Measurable</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	61%	65%	70%	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 55% of the students in the Black subgroup did not make satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students making satisfactory progress by 6 percentage points from 55 to 61 percent.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: Black: 55% (6) Hispanic: Asian: American</p>	<p>White: Black: 61% (6) Hispanic: Asian: American Indian:</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>5A.1. As noted on the 2011 FCAT Reading Test the Hispanic subgroup did not meet AYP.</p>	<p>5A.1. Students will complete Reading sessions provided by Success Maker Program.</p>	<p>5A.1. RTI</p>	<p>5A.1. Monthly SuccessMaker Reports will be analyzed to measure student growth.</p>	<p>5A.1. Formative Assessment: District Interims</p>

1	The students require additional time to use technology resources Limited time for student to utilize technology has hindered progress.				CAP Reports Summative Assessment: 2012 FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 42% of the students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 4 percentage points from 42% to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (49)	46% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional time to use technology resources.	Students will complete Reading sessions provided by Success Maker Program.	Administration & LLT	Monthly SuccessMaker Reports will be analyzed to measure student growth by Reading Facilitator.	Formative Assessments: District Interim Data reports. Summative Assessment: 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:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 41% of the students in the SWD subgroup did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase the number of students making satisfactory progress by 7 percentage points from 41 to 48 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (15)	48% (17)

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
	5D.1. Students require additional exposure to higher order thinking skills	5D.1. Students will read leveled books and answer Q.A.R. questions.	5D.1. Administration & LLT	5D.1. Student sample work will be kept in Differentiated Instruction folder and	5D.1. Formative Assessments: District Interim

1	and to practice strategies.			monitored monthly by administration to ensure student progress.	Data reports. Summative Assessment: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 50% of the students in the ED subgroup did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase the number of students making satisfactory progress by 6 percentage points from 50 to 56 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(111)	56%(124)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The students require additional time to use technology resources. Limited time for student to utilize technology has hindered progress.	5E.1. Students will complete Reading sessions provided by Reading Plus	5E.1. Administration & LLT	5E.1. Monthly Reading Plus Reports will be analyzed to measure student growth by Reading Facilitator.	5E.1. Formative Assessments: District Interim Data reports. Summative Assessment: 2013 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
Differentiated Instruction/Bellringers	K-5	Reading Facilitator/MTSS/RtI Facilitators	Reading Teachers K-5	August 16, 2012 - ongoing	Agenda, Monthly Data Chat Logs	Administrator & Reading Facilitator
FAIR/Success Maker reports	K-5	Reading Facilitator	Reading Teachers K-5	August 17, 2012 - ongoing	Agenda, Monthly Data Chat Logs	Administrator & Reading Facilitator
Time for Kids	K-5	Reading Facilitator	Reading Teachers K-5	November 6, 2012 - ongoing	Agenda, Monthly Data Chat Logs	Administrator & Reading Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.3 - Time For Kids	2A.3 - Time For Kids	General Funds	\$900.00
4A.1 - During the Day Interventionist	4A.1 Title Paraprofessionals	Title 1	\$46,000.00
			Subtotal: \$46,900.00
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: \$46,900.00

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.		The results of the 2011-2012 CELLA Test indicated that 44% of the ELL students achieved proficiency.			
CELLA Goal #1:		Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 3 percentage points from 44% to 47%.			
2012 Current Percent of Students Proficient in listening/speaking:					
44% (109)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students will acquire listening/speaking skills.	1.1 The use of illustrations and diagrams will be implemented within teacher-led group lessons with a tutor after school.	1.1. ESOL Facilitator, Administration	1.1. Administration and ESOL Facilitator will monitor data binders quarterly to ensure student progress.	1.1. Formative Assessment: Bi-Weekly Assessment Summative Assessment: 2013 CELLA Assessment

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 Test indicated that 33%of the ELL students achieved proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 3 percentage points from 33% to 36%.		
2012 Current Percent of Students Proficient in reading:					
33% (81)					
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. Limited use of pre-reading activities.	2.1. Incorporate the use of effective pre-reading, reading, and post reading activities including picture walk, presentation of key vocabulary/cognates, predictions, graphic organizers, task cards, and think/pair/share when reviewing bell-ringers.	2.1. ESOL Facilitator, Administration, Reading Facilitator	2.1. Administration will monitor biweekly results of Cold Reads and conduct data chats to adjust instruction.	2.1. Formative Assessment: Bi-Weekly Assessment Summative Assessment: 2013CELLA 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:			The results of the 2011-2012 CELLA Test indicated that 35%of the ELL students achieved proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 3 percentage points from 35% to 38% percent.		
2012 Current Percent of Students Proficient in writing:					
35% (85)					
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. Limited use of daily practice(e.g. journals, quick write, bell ringer, home learning)	2.1. An Instructional Writing Calendar focusing on specific grammar skills and spelling rules will be used to enhance the correct use of standard English conventions within Expository/Narrative writings. Implement spelling strategies, and provide writing samples within differentiated	2.1. ESOL Facilitator, Administration, Reading Facilitator	2.1. Reading Facilitator will provide monthlywriting prompts to be scored and recorded on MonitoringLog. Students will receive explicit instruction in small groups to address specific areas of deficiency.	2.1. Formative Assessment: Bi-Weekly Assessments and Monthly Prompts Summative Assessment: 2013CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 ELL Tutoring Acadmey After School	1.1 Hourly Tutors	Title III	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Math Test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 by 8 percentage points from 26% to34%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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26% (61)	34% (80)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. In 3rd grade, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Category 1: Operations & Problems. Students require a more in depth foundation in Adding/subtracting whole numbers/ Estimating sums/differences; Place value of whole numbers.	1A.1. Students will develop a daily math journal consisting of Math vocabulary and sample problems that focus on Number: Operations & Problems	1A.1. Administration & MTSS/RtI	1A.1. Administration will conduct informal observations and check math journals every nine weeks for dates and concepts taught.	1A.1. Formative Assessment: District Interims Walkthroughs (Informal) Math Journals Summative Assessment: 2013 FCAT 2.0 Math Assessment
2	1A.2. In 4th grade, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Category 1: Operations & Problems. Students require a more in depth foundation in modeling division and multiplication facts.	1A.2. Students will develop a daily math journal consisting of Math vocabulary and sample problems that focus on Number: Operations & Problems.	1A.2. Administration & MTSS/RtI	1A.2. Differentiated Instruction Folder will be checked monthly by administration and curriculum leaders to monitor progress.	1A.2. Formative Assessment: Teacher generated Assessments, and District Interims Summative Assessment: 2013 FCAT 2.0 Math Assessment
3	1A.3. In 5th grade, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test based on the NGSSS was Category 1: Base Ten & Fractions Students require a more in depth foundation division problem solving; interpreting division solutions; one-digit divisors.	1A.3. Students will maintain a Differentiated Instruction folder where Reteach lessons from the GO MATH series will be completed by the students during DI and analyzed by the teacher in order to determine progress of specific benchmarks in the area of Number: Base Ten & Fractions.	1A.3. Administration & MTSS/RtI	1A.3. Differentiated Instruction Folder will be checked monthly by administration and curriculum leaders to monitor student progress.	1A.3. Formative Assessment: Teacher generated Assessments, and District Interims Summative Assessment: 2013 FCAT 2.0 Math 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:	The results of the 2011-2012 Florida Alternate Assessment indicate that 44% of students achieved levels 4,5, and 6. Our goal for the 2012-2013 school year is to increase levels 4, 5, and 6 by 5 percentage points to 49% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (14)	49% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Teachers need to provide students with opportunities to use Math vocabulary in oral explanations.	1B.1. Teachers will use repetition for long-term learning math concepts.	1B.1. Administration & MTSS/RtI	1B.1. Monthly informal walkthroughs will be conducted by MTSS/RtI in order to assist in adjusting instruction.	1B.1. Formative Assessment: Teacher generated assessment. Summative Assessment: 2013 Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Math Test indicate that 21% of students achieved level 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase the levels 4 & 5 by 4 percentage points from 21% to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(49)	25%(59)

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. In 3rd grade, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Category 1: Operations and Problems. Students require a more in depth foundation in combinations; rate model and repeated addition.	2A.1. At the beginning of each Math class students will complete daily bell-ringers that consist of a variety of complexity questions in order to enrich multiple benchmarks at one time and allow students the opportunity to show their problem solving skills.	2A.1. Administration & MTSS/RtI	2A.1. Bell ringer packets will be reviewed by math leader on a weekly basis assuring completion and understanding of problem solving skills involved.	2A.1. Formative Assessment: District Interims & GO Math Assessments Summative Assessment: 2013 FCAT 2.0 Math Assessment
	2A.2. In 4th grade, the area of deficiency as noted on	2A.2. At the beginning of each Math class students will	Administration & MTSS/RtI	2A.2. Differentiated Instruction Folder will be checked	2A.2. Formative Assessment:

2	<p>the 2012 administration of the FCAT 2.0 Mathematics Test was Category 1: Operations and Problems.</p> <p>Students require a more in depth foundation in translating expression, modeling division, successive subtraction.</p>	<p>complete daily bell-ringers that consist of a variety of complexity questions in order to enrich multiple benchmarks at one time and allow students the opportunity to show their problem solving skills.</p>		<p>monthly by the Math leader to monitor student progress.</p>	<p>Weekly Chapter Test</p> <p>Summative Assessment: 2013 FCAT 2.0 Math Assessment</p>
3	<p>2A.3. In 5th grade, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test based on the NGSSS was Category 1: Base Ten & Fractions.</p> <p>Students require a more in depth foundation in fraction subtraction and fraction addition.</p>	<p>2A.3. Students will maintain a Differentiated Instruction folder where Enrichment lessons from the GO MATH series will be completed by the students during DI and analyzed by the teacher in order to determine progress of specific benchmarks in the area of Number: Base Ten & Fractions</p>	<p>2A.3. Administration & MTSS/RtI</p>	<p>2A.3. Differentiated Instruction Folder will be checked monthly by the Math leader to monitor student progress.</p>	<p>2A.3. Formative Assessment: Weekly Chapter Test</p> <p>Summative Assessment: 2013 FCAT 2.0 Math Assessment</p>

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	
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
1	<p>2B.1. Teachers will allow students to explain math concepts at different levels; therefore students will have a better understanding of concepts at an abstract level.</p>	<p>2B.1. Students will use Go Math activities that address Access Points to develop a more in depth understanding of math concepts at a concrete level and later providing them with the opportunity to translate to an abstract level.</p>	<p>Administration & MTSS/RtI</p>	<p>2B.1. Student diagrams/pictures in Math Journals will be used in order for students to display different problem solving situations using a concrete level of comprehension. Math leader will monitor monthly to adjust instruction.</p>	<p>2B.1. Formative Assessment: Monthly Assessment</p> <p>Summative Assessment: 2013 Florida Alternate Assessment</p>

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2011-2012 FCAT 2.0 Math Test indicate that 59% of the students made learning gains in mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 10 percentage points from 59% to 69%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

59%(88)	69%(103)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3A.1. Students require additional exposure to benchmarks found under the reporting category Number: Operations & Problems.</p> <p>Students require a more in depth foundation in addition/subtraction whole numbers; Estimating sums/differences; Place value of whole numbers.</p>	<p>Strategy 3A.1. Teachers will develop weekly and daily lessons that integrate Brain Pop videos in order to review/enrich concepts taught. Students will complete ten question quizzes in their Math journal after video has been viewed and notes have been taken.</p>	<p>3A.1. Administration & MTSS/RtI</p>	<p>3A.1. Math Journals will be used to take notes while Brain Pop video is viewed and documentation of Brain Pop Quizzes. Biweekly Math Journal checks will be conducted by the Math leader in order to review the completion and understanding of concepts taught through Brain Pop Videos.</p>	<p>3A.1. Formative Assessment: Monthly Assessment</p> <p>Summative Assessment: 2013 FCAT 2.0 Math Assessment</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>The results of the 2011-2012 Florida Alternate Assessment indicate that 54% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase students making learning gains by 10 percentage points from 54% to 64%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(9)	64%(11)

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	<p>3B.1. Teachers will relate math concepts to real world situations in order for students to relate and comprehend the true meaning of different math skills.</p>	<p>3B.1. Teachers will use literature in mathematics allowing students to make connections with real world situations.</p>	<p>3B.1. Administration & MTSS/RtI</p>	<p>3B.1. Math Journals created by the students describing the concepts they have learned will be checked monthly by the Math leader to monitor student progress.</p>	<p>3B.1. Formative Assessment: Monthly Assessment</p> <p>Summative Assessment: 2013 Florida Alternate Assessment</p>

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>The results of the 2011-2012 FCAT 2.0 Math Test indicate that 58% of the students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students making learning gains in order to maintain</p>
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Mathematics Goal #4:	the percent of students in the lowest 25% making learning gains by 10 percentage points from 58% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (25)	68%(29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test based on the NGSSS was Number: Operations & Problems. Teachers will bring closure to daily Math lessons by reviewing a daily essential question & relating it to a test prep benchmark.	4A.1. Students will complete the Test Prep question with each daily GO MATH lesson that helps to summarize the Daily Essential Question. This will help reinforce Number Operation and Problems. Differentiated instruction will address the needs of students based on the answers given on test prep questions.	4A.1. Administration & MTSS/RtI	4A.1. Students will check off the daily Test Prep question found in their GO MATH student textbook after the teacher has reviewed the answer with the class. Math leader and administration will conduct data chat with teachers on a monthly basis to adjust instruction.	4A.1. Formative Assessment: Mid-chapter Checkpoints End of Chapter Assessments Summative Assessment: 2013 FCAT 2.0 Math Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # According to the 79% of students meeting high standards in the 2010-2011 school year, we will reduce the proportion of students scoring at levels 1 and 2 by 50% over six years (10.5% by 2016-2017). We will achieve Annual Measurable				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	84%	86%	88%	

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 52% of students in the Hispanic did not make satisfactory progress. Our goal for 2012-2013 is to increase the number of student making satisfactory progress by 8 percentage points from 52% to 60% percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: 52% (115) Asian: American Indian:	White: Black: Hispanic: 60% (133) 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
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1	5B.1. Students require additional exposure to math vocabulary and need appropriate remediation.	5B.1. Students will utilize bell ringers and apply and apply Math Vocabulary that will allow them to build on background knowledge and prepare them for the benchmark that will be taught that day.	5B.1. Administration & MTSS/RtI	5B.1. Weekly Math quizzes involving benchmarks & vocabulary taught that week will be monitored by administration to ensure student progress.	5B.1. Formative Assessment: Mid-chapter Checkpoints End of Chapter Assessments Summative Assessment: 2013 FCAT 2.0 Math Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 47% of students in the ELL subgroup met AYP. Our goal is to increase the number of students scoring at proficiency by 5 percentage points from 47% to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (55)	52% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional exposure to math vocabulary.	Schedule interventionist during mathematics class to assist struggling students.	Administration & MTSS/RtI	Differentiated instruction student folders will be monitored by administration monthly.	Formative Assessment: Mid-chapter Checkpoints End of Chapter Assessments Summative Assessment: 2013 FCAT 2.0 Math 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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 41% of students in the SWD did not make satisfactory progress. Our goal for 2012-2013 is to increase the number of students making satisfactory progress by 11 percentage points from 41% to 52%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (15)	52%(19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1	5D.1.	5D.1.	5D.1.	5D.1.

1	Students require additional exposure to math vocabulary.	Students will develop a daily math journal consisting of Math vocabulary and sample problems.	Administration & MTSS/RtI	Differentiated instruction student folders will be monitored by administration monthly.	Formative Assessment: Mid-chapter Checkpoints End of Chapter Assessments Summative Assessment: 2013 FCAT 2.0 Math Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 52% of students in the ED did not make satisfactory progress. Our goal for 2012-2013 is to increase the number of students making satisfactory progress by 7 percentage points from 52% to 59% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (115)	59% (130)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students require additional exposure to math vocabulary.	5E.1. Students will develop a daily math journal consisting of Math vocabulary and sample problems.	5E.1. Administration & MTSS/RtI	5E.1. Differentiated instruction student folders will be monitored by administration monthly.	5E.1. Formative Assessment: Mid-chapter Checkpoints End of Chapter Assessments Summative Assessment: 2013 FCAT 2.0 Math Assessment

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
Scope and Sequence Calendars	3rd-5th /Math	Math Leader	3rd-5th Grade Math Teachers	August 16, 2012 - ongoing	Teacher-Conferences	Math Leader
PBS Learning Media	K-5/Math	Math Leader	K-5 Math Teachers	November 6, 2012 - ongoing	Sign In Sheets/ Data Chats/ Teacher-Conferences	Math Leader
Essential Questions/Test Prep Wrap up	K-5/Math	Math Leader	K-5 Math Teachers	K-5 Math Teachers	Teacher-Conferences	Math Leader

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		The results of the 2011-2012 FCAT 2.0 Science Test indicate that 35% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 by 4 percentage points from 35% to 39%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35% (30)		39% (34)			
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 is Category 3: Physical Science. Students need to develop higher order thinking skills in order to increase student levels of proficiency. Students require a	1A.1. Students will complete integrate J&J Educational Science Bootcamp in order to enrich science skills.	1A.1. Administration & MTSS/RtI	1A.1. Science Leader will conduct quarterly walkthroughs and pull reports on a monthly basis to monitor progress.	1A.1. Formative Assessment: District Interims Summative Assessment: 2013 FCAT 2.0 Science Assessment

	more in depth foundation in Comparing objects-mass; Comparing objects-physical properties; Comparing objects-volume.				
2	1A.2. Students require additional opportunities for higher order questioning & varied levels of complexity.	1A.2. Intermediate teachers will integrate BrainPop lessons in order to enrich science skills while students take notes and analyze concepts being taught.	1A.2. Administration & MTSS/RtI	1A.2. Brain Pop quizzes will be completed orally via whole group at the end of each video to evaluate student understanding. Science leader will monitor Brain Pop log on a monthly basis to ensure student progress.	1A.2. Formative Assessment: District Interims Brain Pop Quizzes Summative Assessment: 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:	The results of the 2011-2012 Florida Alternate Assessment indicates that 17% of students achieved level 4, 5, and 6. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 by 3 percentage points from 17% to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	20% (1)

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	1B.1. Students require additional support in the comprehension of various science concepts through vocabulary repetition.	1B.1. Teacher will provide picture flashcards that involve visual descriptions of science concepts.	Administration & MTSS/RtI	1B.1. Visuals and/or drawings created by students with teacher assistance. Science leader will monitor monthly to adjust instruction.	1B.1. Formative Assessment: Monthly Assessments Summative Assessment: 2013 Florida Alternate 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	The results of the 2010-2011 FCAT Science Test indicate that 16% of students achieved level 4 & 5 proficiency. Our goal for the 2011- 2012 school year is to increase level 4 & 5 by 2 percentage points from 16% to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (13)	18% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency is Life Science. Scientific thinking will be used to increase levels of proficiency.	2A.1. Teacher will implement weekly science experiments following the Scientific Method in order to engage and enrich students in scientific thinking. Intermediate teachers will also assist students in developing and completing an individual Science Fair project.	2A.1. Administration & MTSS/RtI	2A.1. Science LabLog will be completed weekly and reviewed quarterly by administration in order to adjust instruction.	2A.1. Formative Assessment: District Interims Summative Assessment: 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:	The results of the 2011-2012 Florida Alternate Science Assessment indicate that 50% of students achieved level 7 or above. Our goal for the 2012-2013 school year is to increase level 7 or above by 3 percentage points from 50% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	53%(3)

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	2B.1. Teachers will expose and relate science concepts to real world situations.	2B.1. Students will view Discovery Education science videos in order to increase knowledge in scientific concepts.	2B.1. Administration & MTSS/RtI	2B.1. Visuals and/or drawings created by students with teacher assistance. Science leader will monitor student progress monthly.	2B.1. Formative Assessment: Monthly Assessments Summative Assessment: 2013 Florida Alternate 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

Science Journals	K-5	Science Leader	K-5 Science Teachers	August 16,2012 - ongoing	Logs	Science Leader
Scientific Thinking via Experiments	K-5	Science Leader	K-5 Science Teachers	November 6,2012 - ongoing	Logs	ScienceLeader
BrainPop	K-5	Science Leader	K-5 Science Teachers	August 16,2012 - ongoing	Logs	Science Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.2 - Brain Pop	1A.2 License	General Funds	\$1,095.00
1A.1 - J&J Educational Bootcamp	1A.1 Technology	EESAC Funds	\$935.00
			Subtotal: \$2,030.00
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: \$2,030.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2012 FCAT 2.0 Writing Test indicate that 79% of students achieved level 3.0 or higher proficiency.			
Writing Goal # 1a:		Our goal for the 2012-2013 school year is to increase the number of students achieving a level 3.0 or higher by 2 percentage points from 79% to 81%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
79% (57)		81% (59)			
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 FCAT 2.0 Writing administration was conventions.	1A.1. An Instructional Writing Calendar focusing on specific grammar skills and spelling rules will be used to enhance the correct use of standard English conventions within Expository/Narrative writings.	1A.1. Administration & LLT	1A.1. Monthly Writing prompts will be scored and recorded on monitoring log. Monitoring log will be reviewed monthly by Reading Facilitator.	1A.1. Formative Assessment: Monthly Writing Prompts Summative Assessment: 2013 FCAT 2.0 Writing Test
2	1A.2. The area of deficiency as noted on the FCAT 2.0 Writing administration was providing additional support.	1A.2. Monthly student workshops that focus on using supporting details, or providing facts/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts.	1A.2. Administration & LLT	1A.2. Monthly Writing samples will be scored and recorded on monitoring log. Monitoring log will be reviewed monthly by Reading Facilitator.	A.2. Formative Assessment: Monthly Writing Prompts Summative Assessment: 2013 FCAT 2.0 Writing

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:	The results of the 2012 Florida Alternate Assessment indicate that 64% of students achieved level 4 or higher proficiency. Our goal for the 2012-2013 school year is to increase the number of students achieving a level 4 or higher by 5 percentage points from 64% to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (9)	69% (10)

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	1B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was vocabulary.	1B.1. Students will be provided with activities to use kinesthetic/tactile to build and increase their vocabulary.	1B.1. Administration & LLT	1B.1. Students must use visuals with sentences to facilitate matching them to an appropriate topic. Reading Facilitator will monitor monthly.	1B.1. Formative Assessment: Teacher generated assessments Summative Assessment: 2013 Florida Alternate 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
Incorporating Grammar	K - 5	Reading Leader Writing Teacher	Reading Teachers	August 16, 2012 - ongoing	Logs	Reading Facilitator
Bringing Spelling to Life	K - 5	Reading Leader Writing Teacher	Reading Leader Writing Teacher	November 6, 2012 - ongoing	Logs	Reading Facilitator

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance by 0.5% from 94.94% to 95.44% by minimizing absences due to illness and truancy.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.94% (505)	95.44% (508)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
236	224

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
87		83			
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. Truancy increased from previous year. Parents require additional information in order to improve attendance and tardies. Students require motivation to attend school every day on time and thrive for perfect attendance.	1.1. An attendance plan will be implemented by homeroom teachers. Identifying and notifying parents whenever excessive absences and tardies have occurred. Teachers will maintain an attendance log and refer students to Counselor and Administration depending on the number of occurrences.	1.1. Administration MTSS/RtI	1.1. The Attendance Review Committee will review COGNOS reports and monthly truancy reports to monitor attendance and tardies and intervene accordingly.	1.1. Attendance bulletins and truancy reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School representative will attend Professional development offered by the Alliance for Healthier Generation	K - 5	Counselor / PE Coach	School wide Staff	September 7, 2012-ongoing	Assistant principal will monitor cafeteria and PE classes	Administration
Truancy Prevention	K – 5	Counselor	School wide Staff	August 16, 2012-ongoing	Administration will monitor Truancy Intervention Program (TIP)	Administration Counselor

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
0		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
0		0			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
5		5			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
5		5			
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 total number of out of school suspensions was 5 during the 2011-2012 school year. We will emphasize and provide more opportunities to	1.1. Identify and recognize students who consistently demonstrate good Citizenship skills through Character Education.	1.1. MTSS/RtI	1.1. Administration will monitor COGNOS Reports monthly to provide students with incentives for positive behavior.	1.1. Student of the month Do the Right Things Monthly COGNOS

	recognize students for positive behavior.				Suspension Report
2	1.2. The total number of in school suspensions was 0 during the 2011-2012 school year. We will continue to maintain and reinforce positive behavior in students.	1.2 Identify and recognize students who consistently demonstrate good Citizenship skills through Character Education.	1.2. MTSS/RtI	1.2. Administration will monitor COGNOS Reports monthly.	1.2. Student of the month Do the Right Things Monthly 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
Student Code of Conduct	K - 5	Counselor	School-Wide Staff	August 16, 2012-ongoing	Student of the month log Do the Right Thing Log	Counselor Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		N/A - See Parent Involvement Plan (PIP)			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. N/A Title I School (PIP)	1.1. N/A Title I School (PIP)	1.1. N/A Title I School (PIP)	1.1. N/A Title I School (PIP)	1.1. N/A Title I School (PIP)

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
Scientific Process	K-5	Science Leader	K-5 Science Teachers	November 6, 2012	Science Logs & Science Fair Projects	Science Leader

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		Our goal for the 2012-2013 school year is to increase the number of students participating in our school's Science Fair by 50% We will prepare students and teachers school wide by using a school wide calendar that will document the different steps of the scientific method			
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 is developing and applying the scientific method.	1.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	1.1. MTSS/RtI	1.1. Weekly class labs and logs will be monitored by Science leader on a weekly basis to ensure that all students are participating in science experiments.	1.1. Formative Assessment: Science Fair projects Summative Assessment: 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
Scientific Process	K-5	Science Leader	K-5 Science Teachers	November 6, 2012	Science Logs & Science Fair Projects	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	2A.3 - Time For Kids	2A.3 - Time For Kids	General Funds	\$900.00
Reading	4A.1 - During the Day Interventionist	4A.1 Title Paraprofessionals	Title 1	\$46,000.00
CELLA	1.1 ELL Tutoring Academy After School	1.1 Hourly Tutors	Title III	\$5,000.00
Science	1A.2 - Brain Pop	1A.2 License	General Funds	\$1,095.00
Science	1A.1 - J&J Educational Bootcamp	1A.1 Technology	EESAC Funds	\$935.00
				Subtotal: \$53,930.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$53,930.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
For the 2012-2013 school year, EESAC allocations will be used to help fund the school's J & J Educational Science Bootcamp.	\$935.00

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

The ESSAC at Amelia Earhart Elementary School is the sole body responsible for making recommendations and monitoring the School's Improvement Plan through ongoing data analysis and EESAC Budget. To commence the school year, various activities will take place; activities include recruitment of EESAC members, holding EESAC elections for vacant positions, and, appointment of the ESSAC chairperson. 2011-2012 Assessment results, as well as other pertinent information will be reviewed and analyzed to help develop the new 2012-2013 SIP. Additionally, EESAC will review the school's current budget and other resources to help develop a new 2012-2013 EESAC budget.

In early August 2012, the SIP will be shared with all stakeholders. Recommendations from the EESAC Committee will be made at the September 2012 EESAC Meeting. In September 2012, the SIP will be submitted to the district school Board for review and board approval. Implementation of the 2012-2013 SIP will begin at the start of the school year. The EESAC will review the SIP on a quarterly basis and make recommendations, as needed.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District AMELIA EARHART ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	79%	100%	54%	306	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	79%	65%			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?	76% (YES)	68% (YES)			144	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					594	
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 AMELIA EARHART ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	70%	96%	63%	300	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	73%	64%			137	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?	58% (YES)	67% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested