FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ETHEL KOGER BECKHAM ELEMENTARY

District Name: Dade

Principal: Maria E. Tavel-Visiedo

SAC Chair: May Ling Padin

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/10/2012

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	Maria E. Tavel-Visiedo	BA-Elementary Education, Florida International University MS-Community Counseling and School Counseling, Florida International University Educational Leadership Certification, Nova Southeastern University	17	24	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 86 93 93 91 86 High Standards Math 90 97 93 88 89 Lrng Gains-Rdg. 90 84 83 80 79 Lrng Gains-Math 72 78 76 72 72 Gains-Rdg-25% 95 95 87 81 85 Gains-Math-25% 72 84 86 64 85
		BA- Elementary Education, Nova			

	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)
Assis Principal	Julissa Pina	Southeastern University MS – Reading, Barry University Ed Specialist – Educational Leadership, Nova Southeastern University	15	6	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 86 93 93 91 86 High Standards Math 90 97 93 88 89 Lrng Gains-Rdg. 90 84 83 80 79 Lrng Gains-Math 72 78 76 72 72 Gains-Rdg-25% 95 95 87 81 85 Gains-Math-25% 72 84 86 64 85

INSTRUCTIONAL COACHES

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

	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Professional development opportunities in all academic core areas will be provided	Professional Development Liaison, Reading Liasion, Assistant Principal	June 6,2013	
2	Continue partnership with the Kellogg Foundation Ready Schools Program which offers full funding for teachers obtaining graduate degrees	Principal	June 6, 2013	
3	Empower staff to take ownership and responsibility of student achievement by involving teachers in school-wide decision making	Principal	June 6, 2013	
4	Foster and motivate teachers to participate in various leadership opportunities throughout the school community	Principal	June 6, 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
One Teacher- Out of field	Expert Gifted teacher is providing out-of-field personnel with support with advanced academics and curriculum planning. Additionally, instructional staff is currently enrolled in courses to fulfill the out-of-field requirement.

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
52	1.9%(1)	11.5%(6)	50.0%(26)	36.5%(19)	46.2%(24)	90.4%(47)	9.6%(5)	11.5%(6)	90.4%(47)

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
May Ling Padin	Karina Leiva	Expert teacher guides mentee and supports instruction throughout the school year.	- Mentor effectively plans with mentee - Monthly meetings conducted to review and monitor student progress

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
Ethel Koger Beckham Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided as well as ensure support services are provided to students. Curriculum Liaisons at Ethel Koger Beckham Elementary develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, they identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials through the Parent Resource Center and Ethel Koger Beckham Elementary School Website: beckham.dadeschools.net, as well as encourage parental participation in the decision making processes at the school site. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students as applicable.

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Not applicable

Title III

Title III

Ethel Koger Beckham Elementary utilizes Title III funds to supplement and enhance the academic program for English Language Learners (ELL) and migrant students. Grant monies are used in the implementation of the Journeys Tutorial Program servicing all levels of ELL students including Level 5 students who have exited the program within the past two years. Remedial instruction is provided in reading, mathematics, and science in grades kindergarten through five as applicable.

Title X- Homeless

Title X- Homeless
Ethel Koger Beckham Elementary currently collaborates with the Title X/Homeless Assistance Program in conjunction with parents and community members to ensure a successful educational experience for the homeless students in our community. Students enrolled and participating in the Project Up-Start will receive assistance with attendance, transportation, tutoring and counseling as needed while the Homeless Liaison provides training for the school registrar regarding procedures for student enrollment and entitlements.

Supplemental Academic Instruction (SAI)

Not applicable

Violence Prevention Programs

Not applicable

Nutrition Programs

1) Ethel Koger Beckham Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-school care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not applicable

Career and Technical Education

Ethel Koger Beckham Elementary holds an annual Multicultural Career Day that invites professionals from our community to share with our students the education and skills necessary to be successful in their careers.

Job Training

Not applicable

Other

Involve parents in the planning and implementation of the Title I Program while extending an open invitation to Ethel Koger Beckham Elementary's parent resource center in order to inform parents of our available programs, their rights under No Child Left Behind and student services available at our school. Conduct informal parent surveys to determine specific needs of our parents and schedule workshops/events with flexible times to accommodate as needed. This supports our school mission "Nurturing Every Child's Potential" while empowering parents to build knowledge to further support their child's education. Increase parental engagement/involvement through developing our school's Title I School-Parent Compact. Additionally, we are scheduling School Counselor led workshops addressing environmental and social concerns and "Coffee Talks" held by classroom teachers to inform parents of grade level expectations. All workshops and events will be supported by Ethel Koger Beckham Elementary's Title I School Parent Compact, Title I Parent Involvement Plan, Title I Annual Meeting, and additional documents necessary in order to comply with dissemination and reporting requirements.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team at Ethel Koger Beckham Elementary focuses on analyzing assessment and school data in order to

impact student achievement at every level and minimizing student retention through early intervention. The team consists of the Principal, Assistant Principal, Counselor, Reading Teacher, Media Specialist, SWD Teacher, ELL Teacher, one primary teacher and one intermediate teacher. These team members are selected based on their expertise in the various content areas and represent the student population and academic programs.

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

The MTSS Leadership Team meets monthly to discuss student performance data as well as discuss school-wide areas of concern related to school safety, school culture, literacy, attendance, discipline and prevention of student failure through early intervention. The team also monitors the teaching of benchmarks and standards, analyzes assessment data and monitors the progress of interventions and implementation of enrichment opportunities.

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

The primary and intermediate teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

The Special Education Teacher and the ELL Teacher participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Reading teacher develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The teacher will also identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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 MTSS Leadership Team assists with the development of the School Improvement Plan (SIP) by providing suggestions for strategies to be implemented based on analysis of the available data. The MTSS Leadership Team oversees the implementation of the strategies delineated in the SIP via monitoring of school-wide data. The team also monitors and supports the ongoing core instruction and interventions throughout the year. Adjustments to the implemented strategies are carried out by the MTSS Leadership Team.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data will be gathered from Edusoft to be used to guide instructional decisions and provide differentiated instruction. The following systems are used to gather and monitor student progress: Baseline Assessments, Interim Assessments, Benchmark Assessments, FAIR, FCAT, student grades and class performance. Additional data sources are considered such as student attendance, behavior issues and student referrals to special education.

Academic (Tiers 1-3)
• Reading- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FAIR, FCAT 2.0, Ticket to Read, Reading Plus, Student Grades and Class Performance
• Mathematics- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FCAT 2.0, Student Grades and Class Performance
• Science- Baseline Assessments, Interim Assessments, Benchmark Assessments, FCAT 2.0, Science Lab, Student Grades and Class Performance
• Writing-Pre/Progress and Post Tests, Monthly Writing Prompts, Small Group Differentiated Instruction, Student Grades and Class Performance

Additional Resources for Academic (Tier 2)
• Reading- Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading

Plus Usage, Before/After School Tutorials
- Mathematics- SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
- Science- Small Group Differentiated Instruction, Before/After School supplemental hands-on instruction in Science Camp
- Writing- Small Group Differentiated Instruction, Before/After School Writing Workshops

Additional Resources for Academic (Tier 3)
- Reading- Additional Reading Instruction based on the Comprehensive Research Based Reading Plan, Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
- Mathematics-Additional Mathematics Instruction, SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
- Science- Small Group Differentiated Instruction, Before/After School supplemental hands-on instruction in Science Camp
- Writing- Small Group Differentiated Instruction, Before/After School Writing Workshops

Behavior
- Monthly Attendance Incentive Program
- Attendance Interventions (Attendance Review Committees will be conducted as needed)
- School Counselor Support Services and Small Group Counseling
- Parent Conferences
- Student Incentive Programs
- Quarterly Awards Assemblies
- Student Case Management Systems
- Suspensions/Expulsions
- Team Climate Surveys
- Referrals to special education programs

Describe the plan to train staff on MTSS.

Administrators will attend District professional development made available to train all administrators in RtI problem solving at Tiers 1, 2 and 3 using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet and Tier 3 Problem Solving Worksheet and Intervention Plan. Support will also be provided for school staff in understanding the basic RtI principles and procedures. This training provides a network of ongoing support for RtI organized through feeder patterns. Additional school site staff training will occur during small group meetings and common planning times. The team is trained on how to analyze assessment data and use it effectively to guide the decision making process.

Describe the plan to support MTSS.

Support will be an ongoing collaboration in order to accurately use the problem-solving process to support planning, implementing and evaluating effectiveness of services for the students. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts will be provided. Additionally, ongoing data-driven professional development activities that align to core student goals and staff needs will be scheduled throughout the school year as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team at Ethel Koger Beckham Elementary consists of the following members: Maria E. Tavel-Visiedo-Principal, Julissa Piña-Assistant Principal, May Ling Padin -Reading Teacher, Natalie Romero-UTD Steward, Silvia Lopez-Media Specialist, Maria E. Necuze - Primary Teacher, Beatriz Zarraluqui - Primary Teacher, Ana Sanchez-Ponte-SPED Teacher, and Raquel Casas-ELL Teacher.

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

The Literacy Leadership Team at Ethel Koger Beckham Elementary meets monthly and focuses on discussing different aspects of literacy and how to improve the school's overall Literacy Program. Maria E. Tavel-Visiedo, Principal and Julissa Piña, Assistant Principal initiate each meeting by reviewing student assessment data. The strengths and weaknesses are reviewed and plans on how to remediate, enrich and provide interventions are discussed. Furthermore, the most recent FAIR data and Interim Assessment data is provided along with any new information obtained through professional developments or workshops. Team members provide recommendations and share concerns dealing with literacy and data. An action plan is devised and executed.

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

The major initiatives that the Literacy Leadership Team at Ethel Koger Beckham Elementary this year will be to implement the CRRP along with the RtI problem solving process. Professional Development will be provided to guide teachers and staff in the implementation and monitoring process throughout the school year. Additionally, the Literacy Leadership Team will analyze FCAT 2.0 data to differentiate instruction to meet the needs of the students.

Public School Choice

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

*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.

Ethel Koger Beckham Elementary School has two Voluntary Pre-Kindergarten (VPK) classes that utilize the High-Scope Curriculum addressing pre-academic skills. Teachers focus on developing students' oral language skills via modeling answering in complete sentences, probing and prompting students to speak in complete sentences and reviewing stories orally. VPK teachers also promote students becoming more independent and self sufficient in order to facilitate the transition to Kindergarten. VPK students are evaluated using the Houghton Mifflin Early Growth Indicators Benchmark Assessment. This evaluation tool is aligned with the FLKRS/FAIR assessment and supports phonological awareness. In addition, District personnel from the Division of Early Childhood provide feedback and support on the progress of the program. The classroom teachers are responsible for all assessments and evaluations. Communication with parents in the form of memorandums, newsletters, flyers, orientation meetings, workshops, webpage, telephone communications, and face to face contact occurs on a continuous basis. VPK teachers and parents create a partnership to make parents aware of the expectations and demands of Kindergarten in order to help students transition smoothly.

Title I Administration assists Ethel Koger Beckham Elementary 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 two 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. Administrators and VPK teachers conduct an informative meeting for parents of students transitioning from VPK to Kindergarten for the following school year. The purpose of the meeting is to create a heightened awareness of Kindergarten procedures and policies at our school such as attendance, curriculum, school readiness and tools for a successful year in Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 29% (103) of the students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 1% percentage point to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(103)	30% (107)

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 was Reporting Category 3, Literacy Analysis Fiction/Non-Fiction. Students require additional real world authentic experiences in order to acquire the necessary skills to demonstrate proficiency in compare/contrast and cause/effect relationships.	1a.1. Through the continuation of the use of guided reading groups and differentiated instruction, students will have more opportunities to increase their level of proficiency in Literacy Analysis through the exposure of relevant text structures. Students will use grade level appropriate text that will allow them to differentiate between fiction and non-fiction readings and text format.	1a.1. Administrators and Literacy Leadership Team	1a.1. Progress will be monitored through ongoing classroom assessments, guided reading groups, lesson plans and adjustments made to instruction and planning as needed.	1a.1. Formative: Student Work Samples, Interim Assessments, Benchmark Assessments Summative: 2013 FCAT 2.0 Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 55% (197) of students achieved above proficiency (Levels 4 and 5). The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 4 and 5) by 1% percentage point to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(197)	56%(199)

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 was Reporting Category 3, Literacy Analysis Fiction/Non-Fiction. The students must develop additional critical thinking skills needed to interpret, locate and organize graphic information.	2a.1. Utilize grade specific real world documents such as Time for Kids, online newspapers, brochures and flyers to identify key text features such as subtitles, headings, charts, graphs, etc.	2a.1. Administrators and Literacy Leadership Team	2a.1. Progress will be monitored through ongoing classroom assessments, guided reading groups, lesson plans and adjustments made to instruction and planning as needed.	2a.1. Formative: Student Work Samples, Benchmark Assessments, Interim Assessments Summative: 2013 FCAT 2.0 Reading

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate 100% (1) achieved the performance level of 8. The goal for the 2012-2013 school year is to increase the student's performance level from 8 to 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 8(117)	Level 9(118)

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

1	2b.1. The student must be provided with pictures to assist with comprehension and retention of reading concepts.	2b.1. Through the continuation of the use of differentiated instruction, the student will have more opportunities for the use of visual choices to assist with comprehension of reading selections.	2b.1. Administrators, Literacy Leadership Team and SPED Chairperson	2b.1. Progress will be monitored through ongoing classroom assessments, implementation of Access Points and adjustments made to instruction and planning as needed.	2b.1. Formative: Student Work Samples, Weekly and Monthly Assessments Summative: 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 the 2012 FCAT 2.0 Reading Test indicates that 90 % (209) of the students made adequate learning gains. The goal for the 2012-2013 school year is to increase percentage of students making adequate learning gains by 5 percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(209)	95%(220)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The results of the 2012 FCAT 2.0 Reading Test indicate an increase of 6 percentage points in the number of students making learning gains when compared to the 2011 FCAT 2.0 Reading Test. In order to maintain and improve the percent of students making learning gains, fidelity to the Voyager Reading Interventions schedules must be consistent.	3A.1. Conduct systematic classroom walkthroughs to ensure adherence to the Voyager Reading Intervention schedule and daily student participation.	3A.1. Administrators and Literacy Leadership Team	3A.1. Maintain checklist and updated attendance rosters to ensure Voyager Reading Interventions are held as scheduled for the full time allotted.	3A.1. Formative: Interim Assessments, FAIR and Voyager Assessments (V-Port) Summative: 2013 FCAT 2.0 Reading
2					

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate 100% (1) student made adequate learning gains. The goal for the 2012-2013 school year is to increase the student's performance level from 8 to 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 8(117)	Level 9(118)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The results of the 2012 administration of the FAA indicate the student made learning gains as compared to the 2011 FAA administration. Student needs additional practice with repetition and picture walks in order to continue making learning gains.	3B.1. The student will be given additional auditory and visual opportunities to analyze and practice specific skills and strategies through Access Points in order to continue to make adequate learning gains.	3B.1. Administrators, Literacy Leadership Team and SPED Chairperson	3B.1. Progress will be monitored through ongoing classroom assessments, guided reading groups and lesson plans and adjust instruction as needed.	3B.1. Formative: Student Work Samples, Weekly and Monthly Assessments Summative: 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicates that 95% (42) of the students in the Lowest 25% made learning gains. The goal for the 2012-2013 school year is to maintain 95% of students making learning gains in the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(42)	95%(42)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>4a.1. The results of the 2012 FCAT 2.0 Reading Test indicate that the number of students in the lowest 25% making learning gains remained the same.

Students need additional opportunities to consistently use computer researched based programs.</td><td>4a.1. Utilize the evidence based software, Reading Plus and SuccessMaker scheduled on a weekly basis in the computer lab as an intervention to increase student reading fluency and comprehension.</td><td>4a. Administrators and Literacy Leadership Team</td><td>4a.1. Technology usage will be monitored by teachers and administrative team through Reading Plus and SuccessMaker usage reports and computer lab schedule.</td><td>4a.1. Formative: Interim Assessment, Program Usage Reports

Summative: 2013 FCAT 2.0 Reading</td></tr>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84%	85%	87%	88%	90%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Overview	K-5	Literacy Leadership Team	K-5 Teachers	August 17, 2012	Lesson Plans	Administrators
SuccessMaker	K-5	Expert Teacher	K-5 Teachers	September 14 & 17, 2012	Student Usage Reports	Literacy Leadership Team
Access Points/FAA	2-5	SPED Department	2-5 SPED Teachers	November 6, 2012	Lesson Plans	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)

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

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
Reading in the Content Area	Time for Kids Non-Fiction Kits	EESAC	$3,500.00
Journeys Reading Tutorial	Before and After School Tutorial	Title I/ III	$15,000.00
Reading Interventions	Annual Hourly Paraprofessionals	Title I	$32,000.00
			Subtotal: $50,500.00
			Grand Total: $50,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Assessment indicate that 50% (106) of the students demonstrated proficiency in the area of Listening/Speaking. The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in Listening/Speaking by 1 percentage point to 51%.

2012 Current Percent of Students Proficient in listening/speaking:

50%(106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students need more opportunities to restate complex sentences as a sequence of simple sentences.	1.1 Incorporate more opportunities for ELL students to conduct meaningful language practice through teacher led groups.	1.1 Administrators and Literacy Leadership Team	1.1 Teacher will monitor ongoing classroom assessments and small group activities.	1.1 Formative: Student Work Samples, Interim Assessment, Classroom Assessments and FAIR results. Summative: 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 2012 CELLA Assessment indicate that 40% (86) of the students demonstrated proficiency in the area of Reading. The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in Reading by 1 percentage point to 41%.

2012 Current Percent of Students Proficient in reading:

40%(86)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Students require additional opportunities to learn to retell in their own words the events of the story.	2.1 During small group instruction students will read leveled reading passages and practice retelling in partners among their guided reading groups led by the teacher.	2.1 Administrators and Literacy Leadership Team	2.1 Teacher will monitor ongoing classroom assessments and small group activities.	2.1 Formative: Student Work Samples, Interim Assessment, Classroom Assessments and FAIR results. Summative: 2013 CELLA 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 2012 CELLA Assessment indicate that 42% (90) of the students demonstrated proficient in the area of Writing. The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in Writing by 1 percentage point to 43%.

2012 Current Percent of Students Proficient in writing:

42%(90)

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	3.1 Effective writing strategies must be provided to students in order to develop their understanding of the writing process.	3.1 Provide students with opportunities to write descriptive sentences and summarize ideas in order to continue to formulate the writing process.	3.1 Administrators and Literacy Leadership Teak	3.1 Teacher will monitor ongoing classroom assessments and small group activities.	3.1 Formative: Student Work Samples, Interim Assessment, Classroom Assessments and FAIR results. Summative: 2013 CELLA Assessment

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 35% (126) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 1 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(126)	36%(128)

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 results of the 2012 FCAT 2.0 Mathematics Test indicate a deficiency in the area of Geometry and Measurement. Students require additional opportunities to explore and practice concepts and reasonableness of geometry and measurement situations.	1A.1. Develop a school-wide, grade appropriate, resource guide that includes literature connections, technology, manipulatives and hands-on activities blending the Common Core State Standards, that promote vocabulary, terminology, real world practical situations, and applications of measurement concepts, spatial reasoning, and an understanding of appropriate measuring units.	1A.1. Administrators, Leadership Team, Math Liaison and Grade Level Chairpersons	1A.1. Conduct grade level discussions with administrative team to share resources and review student assessment data and progress in order to make necessary adjustments to ensure that NGSSS and Common Core State Standards are addressed and supported throughout the curriculum.	1A.1. Formative: Student AuthenticWork Samples, Classroom Assessments, Student Authentic Work Samples, Benchmark Assessments, and Interims Assessments. Summative: 2013 FCAT 2.0 Mathematics Summative: 2012 FCAT 2.0 Mathematics Test.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics test indicate that 54% (191) of students achieved above proficiency (Levels 4 and 5). The goal for the 2012-2013 school year is to maintain or increase the percentage of students achieving proficiency (Levels 4 and 5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(191)	54%(192)

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	2A.1. The results of the 2012 FCAT 2.0 Mathematics Test indicates a deficiency in the area of Number: Operations, Problem & Statistics. Students need to build an understanding of numbers through technology.	2A.1. Students will engage in activities to use technology that include visual stimulus to develop conceptual understanding of numbers through the use of Discovery Education.	2A.1. Administrators, Leadership Team, Math Liaison and Grade Level Chairpersons	2A.1. Conduct grade level discussions with administrative team to review student assessment data, making adjustments as necessary to ensure students' enhancement of curriculum through technology.	2A.1. Formative: Program Usage Reports, Benchmark Assessments, Interim Assessments. Summative: 2013 FCAT 2.0 Mathematics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate 100% (1) has achieved the performance level of 9. The goal for the 2012-2013 school year is to increase the student's raw score with the performance level 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 9(132)	Level 9(133)

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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	2b.1. The student must have continuous repetition and practice	2b.1. Engage student in guided discussion of real life problems associated	2b.1. Administrators, Leadership Team,	2b.1. Progress will be monitored through ongoing classroom	2b.1. Formative: Student Authentic Work Samples,

1	when learning math concepts.	with solving mathematical concepts contained in Access Points.	Math Liaison and SPED Chairperson	assessments, small group and lesson plans.	Weekly and Monthly Assessments

Summative: 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 mathematics.

Mathematics Goal #3a: | The results of the 2012 FCAT 2.0 Mathematics Test indicates that 72% (167) of students made adequate learning gains.

The goal for the 2012-2013 school year is to increase percentage of students making adequate learning gains by 5 percentage points to 77%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 72%(167) | 77%(178) |

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The results of the 2012 FCAT 2.0 Mathematics Test indicate a decrease in the number of students making learning gains by 6 percentage points when compared to the 2011 FCAT 2.0 Mathematics Test.

Students need more opportunities for mathematical exploration and development of numbers and operations to make connections for real life practical applications of numbers. | 3A.1. Provide concrete real world examples of mathematical applications of numbers and operations through the use of hands-on activities with manipulatives, models, literacy connections, and technology as evidenced in teacher lesson plans. | 3A.1. Administrators, Leadership Team, Math Liaison and Grade Level Chairpersons | 3A.1. Conduct grade level discussions with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum. | 3A.1. Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments.

Summative: 2013 FCAT 2.0 Mathematics Test |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b: | The results of the 2012 Florida Alternate Assessment indicate 100% (1) made adequate learning gains.

The goal for the 2012-2013 school year is to increase the student's performance level from 7 to 9. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Level 9(132) | Level 9(133) |

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The results of the 2012 administration of the FAA indicate the student made learning gains as compared to the 2011 FAA administration.	3B.1. The student will be given additional opportunities for continuous repetition and practice when learning specific math concepts through Access Points in order continue to make adequate learning gains.	3B.1. Administrators, Leadership Team, Math Liaison and SPED Chairperson	3B.1. Progress will be monitored through ongoing classroom assessments, small group instruction and lesson plans.	3B.1. Formative: Student Authentic Work Samples, Weekly and Monthly Assessments Summative: 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 72% of students in the lowest 25% made adequate learning gains. The goal for the 2012-2013 school year is to improve the percentage of students making adequate learning gains by 5% percentage points to 77% in the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(N<30)	77%(N<30)

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	4.1. The results of the 2012 FCAT 2.0 Mathematics Test indicates students making learning gains decreased 12 percentage points from the 2011 FCAT 2.0 Mathematics administration. Before and After School Tutorials as well as the use of SuccessMaker need to be implemented to assist in increasing the performance of the students in the lowest 25%.	4.1. Identify lowest 25% performing students in grades 3-5, and based on instructional needs, provide academic support during the school day, as well as before and after school through mathematical tutoring sessions and the use of technology through SuccessMaker	4.1. Administrators, Leadership Team and Math Liaison	4.1. Review formative assessment and student performance data reports, as well as intervention assessments, to ensure academic progress and to differentiate instruction as needed.	4.1. Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT 2.0 Mathematics

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	90%	91%	92%	93%	94%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Overview	K-5	Leadership Team	K-5 Teachers	August 17, 2012	Lesson Plans	Administrators
SuccessMaker	K-5	Expert Teacher	K-5 Teachers	September 14 & 17, 2012	Student Usage Reports	Leadership Team
Access Points/FAA	2-5	SPED Department	2-5 SPED Teachers	November 6, 2012	Lesson Plans	Administrators

Mathematics Budget:

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

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

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Journeys Mathematical Tutorial	Before and After School Tutorial	Title I/Title III	$10,000.00
			Subtotal: $10,000.00
			Grand Total: $10,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 48% (61) of 5th grade students achieved proficiency (FCAT Level 3). The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th grade students achieving proficiency (FCAT Level 3) by 1 percentage point to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(61)	49%(62)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The results of the 2012 FCAT 2.0 Science Test indicate a deficiency in the area of Earth and Space Science. Students need to be exposed to a variety of instructional strategies that will increase rigor through inquiry-based learning.	1a.1 Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Science.	1a.1.Administrators, Leadership Team, Science Liaison	1a.1. Conduct PLC meeting sessions during administrative data chats in order to implement instructional strategies to implement rigor.	1a.1. Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT 2.0 Science

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	N/A

Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicates that 35% (45) of 5th grade students achieved above proficiency (FCAT Levels 4 and 5). The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th grade students achieving above proficiency (FCAT Levels 4 and 5) by 1 percentage point to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(45)	36%(46)

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 results of the 2012 FCAT 2.0 Science Test indicate a deficiency in the area of Physical Science. Students need to apply mathematical concepts in Science context.	2a.1. Ensure students are provided with additional opportunities to manipulate data from tables in order to find averages and differences.	2a.1. Leadership Team, Science Liaison, Grade Level Chair	2a.1. Conduct grade level discussions with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum.	2a.1. Formative: Classroom Assessments, Student Authentic Work Samples, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT 2.0 Science
2	2A.2. Teachers need to integrate literacy in the Science classroom.	2A.2. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.	2A.2. Leadership Team, Science Liaison, Grade Level Chair	2A.2. Conduct grade level discussions with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum.	2A.2. Formative: Classroom Assessments, Student Authentic Work Samples, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT 2.0 Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Standards	K-5	Science Liaison	K-5 Teachers	September 17, 2012	Lesson Plans, and science lab activity logs that demonstrate fidelity and correlation to standards, pacing guides, and use of scientific thinking and 5E Model.	Leadership Team
Discovery Education Follow-Up Training	K-5	Discovery Education Representative	K-5 Teachers	November 6, 2012	Lesson Plans, Technology Lab Schedules	Administrators

Science Budget:

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

			Subtotal: $0.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Enrichment Activities	Hourly Teacher	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 91% (101) of students achieved an FCAT Level 3.0 or higher. The goal for the 2012-2013 school year is to increase the percentage of students achieving an FCAT Level 3.0 or higher by 1 percentage point to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(101)	92%(102)

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. During the 2012 FCAT Writing, fourth graders demonstrated the need for grammar development. In order to maintain high standards, teachers will require additional support with the implementation of the revised School-Wide K-5 Writing Plan.	1A.1. Facilitate peer support for the implementation of the revised K-5 Writing Plan to ensure the development of grammar skills in each grade level with the use of grammar books. After-School Writing Workshop for 4th Grade students will be implemented in the Spring to support the revised School-Wide K-5 Writing Plan.	1A.1.Administrators, LLT and classroom teachers	1A.1. Administer and score pre, progress and post writing prompts to monitor student progress throughout the school year.	1A.1. Formative: Students' scores on monthly writing prompts and pre, progress and post writing prompt results. Summative: 2013 FCAT 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 100% (1) achieved the performance level of 6. The goal for the 2012-2013 school year is to increase the student's performance level from 6 to 7.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 6(90)	Level 7(99)

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 student must be provided with picture cards to create sentences and paragraphs on topic.	1B.1. Through the continuation of the use of differentiated instruction, the student will have continuous repetition/practice when learning writing concepts.	1B.1. Administrators, Literacy Leadership Team, and SPED Chairperson	1B.1. Progress will be monitored through ongoing classroom assessments, implementation of Access Points and adjustments made to instruction and planning as needed.	1B.1. Formative: Student Work Samples, Weekly and Monthly Assessments

Summative: 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
K-5 Writing Plan Overview	K-5	4th Grade Writing Teacher	Kindergarten-5th Grade Teachers	October 10, 2012 and October 17, 2012	Administrators and LLT will monitor implementation in all classrooms	Principal and Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grammar Books (2nd-5th Grade)	Supplemental Materials	Title I	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshop	After-School Tutorial for 4th Grade Students	Title I	$700.00
			Subtotal: $700.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate for the 2011-2012 school year was 97.44% (704). The goal for the 2012-2013 school year is to maintain or increase the student attendance rate as well as decrease the number of students with excessive absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.44%(704)	97.44%(704)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
100	95
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
112	106

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. In order to maintain high attendance rates, parents need to fully understand the correlation between student attendance and academic achievement.	1.1. MDCPS Attendance Policy is sent home to parents the first day of school. An incentive program is implemented and monitored monthly in all grade levels to promote the importance of tardies and absences school-wide.	1.1. Administrators and Leadership Team	1.1. Parent Attendance Contract and Monthly Student Attendance/Tardy Rates	1.1. Cognos 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
No Data Submitted						

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
Attendance Incentives	Motivational/Rewards	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The indoor and outdoor suspension rate for the 2011-2012 school year was 0%. The goal for the 2012-2013 school year is to maintain the suspension rate at 0% for both indoor and outdoor suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0% (0)	0% (0)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0% (0)	0% (0)

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0% (0)	0% (0)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0% (0)	0% (0)

	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 In order to maintain the goal of 0% indoor and outdoor suspension rates, students need to fully understand the behavioral expectations according to the MDCPS Student Code of Conduct.	1.1 Student assembly will be conducted in each grade level to review the components associated with MDCPS Student Code of Conduct and School-Wide rules established with the administrators and teachers.	1.1 Administrators and Leadership Team	1.1 Student Case Management Referral Forms	1.1 Cognos 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
No Data Submitted						

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A
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					

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The results of the 2012 FCAT 2.0 Science Test indicate that 48% (61) of 5th grade students achieved proficiency (FCAT Level 3). The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th grade students achieving proficiency (FCAT Level 3) by 1 percentage point to 49% (62).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The results of the 2012 FCAT 2.0 Science Test indicate a deficiency in the area of Earth and Space Science. Students need to be exposed to a variety of instructional strategies that will increase rigor through inquiry-based learning.	1.1 Implementation of inquiry based/hands on activities addressing the necessary benchmarks during school Science Fair and After School Science Camp.	1.1. Administrators, Leadership Team, Science Liaison	1.1. Conduct PLC meeting sessions during administrative data chats in order to implement instructional strategies to implement instructional strategies for enrichment activities.	1.1. Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT 2.0 Science Test

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

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

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

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)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Grammar Books (2nd-5th Grade)	Supplemental Materials	Title I	$1,500.00
				Subtotal: $1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading in the Content Area	Time for Kids Non-Fiction Kits	EESAC	$3,500.00
Reading	Journeys Reading Tutorial	Before and After School Tutorial	Title I/ III	$15,000.00
Reading	Reading Interventions	Annual Hourly Paraprofessionals	Title I	$32,000.00
Mathematics	Journeys Mathematical Tutorial	Before and After School Tutorial	Title I/Title III	$10,000.00
Science	Enrichment Activities	Hourly Teacher	Title I	$1,000.00
Writing	Writing Workshop	After-School Tutorial for 4th Grade Students	Title I	$700.00
Attendance	Attendance Incentives	Motivational/Rewards	Title I	$500.00
				Subtotal: $62,700.00
				Grand Total: $64,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁn Priority	ꞁn Focus	ꞁn Prevent	ꞁn NA

Are you a reward school: ꞁn Yes ꞁn No

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

No Attachment (Uploaded on 10/9/2012)

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
Supplemental materials to enhance reading across the content areas.	$3,500.00

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

Meetings will be conducted throughout the school year as designated in the bylaws established at Ethel Koger Beckham Elementary. Meeting minutes and updates will be uploaded as mandated.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ETHEL KOGER BECKHAM ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	97%	99%	79%	368	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	84%	78%			162	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?	95% (YES)	84% (YES)			179	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					709	
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
ETHEL KOGER BECKHAM ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	93%	97%	66%	349	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	83%	76%			159	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?	87% (YES)	86% (YES)			173	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					681	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested