FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ERNEST R. GRAHAM ELEMENTARY SCHOOL

District Name: Dade

Principal: Mayra Alfaro

SAC Chair: Jane Sawyer

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 11/6/2012

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)
		BA- Elementary Education,			School Year: 2012 School Grade: A High Standards Reading: 68% High Standards Math: 70% Learning Gains Reading: 73% Learning Gains Math: 68% Learning Gains Lowest Twenty Five Percent Reading: 73% Learning Gains Lowest Twenty Five Percent Math: 69% School Year: 2011 School Grade: A High Standards Reading: 82% High Standards Math: 87% Learning Gains Reading: 72% Learning Gains Math: 75% Learning Gains Lowest Twenty Five Percent Reading: 68% Learning Gains Lowest Twenty Five Percent Math: 70%

Principal	Mayra Alfaro	Florida International University; Master of Science-Educational Leadership, Florida International University; Educational Leadership Certification-State of Florida	7	16	School Year: 2010 School Grade: A High Standards Reading: 76% High Standards Math: 78% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 65% Learning Gains Lowest Twenty Five Percent Math: 61% School Year: 2009 School Grade: A High Standards Reading: 80% High Standards Math: 82% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 66% Learning Gains Lowest Twenty Five Percent Math: 64% School Year: 2008 School Grade: A High Standards Reading: 75% High Standards Math: 77% Learning Gains Reading: 67% Learning Gains Math: 70% Learning Gains Lowest Twenty Five Percent Reading: 75% Learning Gains Lowest Twenty Five Percent Math: 68%
Assis Principal	Karen Belusic	BA- Elementary Education, University of Florida; Master of Science-Elementary Education, University of Florida; Educational Leadership Certification-State of Florida	12	12	School Year: 2012 School Grade: A High Standards Reading: 68% High Standards Math: 70% Learning Gains Reading: 73% Learning Gains Math: 68% Learning Gains Lowest Twenty Five Percent Reading: 73% Learning Gains Lowest Twenty Five Percent Math: 69% School Year: 2011 School Grade: A High Standards Reading: 82% High Standards Math: 87% Learning Gains Reading: 72% Learning Gains Math: 75% Learning Gains Lowest Twenty Five Percent Reading: 68% Learning Gains Lowest Twenty Five Percent Math: 70% School Year: 2010 School Grade: A High Standards Reading: 76% High Standards Math: 78% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 65% Learning Gains Lowest Twenty Five Percent Math: 61% School Year: 2009 School Grade: A High Standards Reading: 80% High Standards Math: 82% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 66% Learning Gains Lowest Twenty Five Percent Math: 64% School Year: 2008 School Grade: A High Standards Reading: 75% High Standards Math: 77% Learning Gains Reading: 67% Learning Gains Math: 70% Learning Gains Lowest Twenty Five Percent Reading: 75% Learning Gains Lowest Twenty Five Percent Math: 68%
					School Year: 2012 School Grade: A High Standards Reading: 68% High Standards Math: 70% Learning Gains Reading: 73% Learning Gains Math: 68% Learning Gains Lowest Twenty Five Percent Reading: 73%

| Assis Principal | Mercy Abadie | BA- Elementary Education, Florida International University; Master of Science- TESOL, Nova Southeastern University; Educational Leadership Certification- State of Florida | 9 | 10 | Learning Gains Lowest Twenty Five Percent Math: 69%
School Year: 2011
School Grade: A
High Standards Reading: 82%
High Standards Math: 87%
Learning Gains Reading: 72%
Learning Gains Math: 75%
Learning Gains Lowest Twenty Five Percent Reading: 68%
Learning Gains Lowest Twenty Five Percent Math: 70%

School Year: 2010
School Grade: A
High Standards Reading: 76%
High Standards Math: 78%
Learning Gains Reading: 72%
Learning Gains Math: 66%
Learning Gains Lowest Twenty Five Percent Reading: 65%
Learning Gains Lowest Twenty Five Percent Math: 61%

School Year: 2009
School Grade: A
High Standards Reading: 80%
High Standards Math: 82%
Learning Gains Reading: 72%
Learning Gains Math: 66%
Learning Gains Lowest Twenty Five Percent Reading: 66%
Learning Gains Lowest Twenty Five Percent Math: 64%

School Year: 2008
School Grade: A
High Standards Reading: 75%
High Standards Math: 77%
Learning Gains Reading: 67%
Learning Gains Math: 70%
Learning Gains Lowest Twenty Five Percent Reading: 75%
Learning Gains Lowest Twenty Five Percent Math: 68% |

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)
		Elementary			School Year: 2012 School Grade: A High Standards Reading: 68% High Standards Math: 70% Learning Gains Reading: 73% Learning Gains Math: 68% Learning Gains Lowest Twenty Five Percent Reading: 73% Learning Gains Lowest Twenty Five Percent Math: 69% School Year: 2011 School Grade: A High Standards Reading: 82% High Standards Math: 87% Learning Gains Reading: 72% Learning Gains Math: 75% Learning Gains Lowest Twenty Five Percent Reading: 68% Learning Gains Lowest Twenty Five Percent Math: 70%

Reading	Rosa Fluty	Education, Barry University; Master of Science-Reading, Nova Southeastern University; Professional Educator's: Elem. Ed. Reading K-12 Art	20	5	School Year: 2010 School Grade: A High Standards Reading: 76% High Standards Math: 78% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 65% Learning Gains Lowest Twenty Five Percent Math: 61% School Year: 2009 School Grade: A High Standards Reading: 80% High Standards Math: 82% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 66% Learning Gains Lowest Twenty Five Percent Math: 64% School Year: 2008 School Grade: A High Standards Reading: 75% High Standards Math: 77% Learning Gains Reading: 67% Learning Gains Math: 70% Learning Gains Lowest Twenty Five Percent Reading: 75% Learning Gains Lowest Twenty Five Percent Math: 68%
Mathematics and Science	Andrew McKenzie	Elementary Education, Florida International University; Professional Educator's: Elementary Ed. 1-6	20	7	School Year: 2012 School Grade: A High Standards Reading: 68% High Standards Math: 70% Learning Gains Reading: 73% Learning Gains Math: 68% Learning Gains Lowest Twenty Five Percent Reading: 73% Learning Gains Lowest Twenty Five Percent Math: 69% School Year: 2011 School Grade: A High Standards Reading: 82% High Standards Math: 87% Learning Gains Reading: 72% Learning Gains Math: 75% Learning Gains Lowest Twenty Five Percent Reading: 68% Learning Gains Lowest Twenty Five Percent Math: 70% School Year: 2010 School Grade: A High Standards Reading: 76% High Standards Math: 78% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 65% Learning Gains Lowest Twenty Five Percent Math: 61% School Year: 2009 School Grade: A High Standards Reading: 80% High Standards Math: 82% Learning Gains Reading: 72% Learning Gains Math: 66% Learning Gains Lowest Twenty Five Percent Reading: 66% Learning Gains Lowest Twenty Five Percent Math: 64% School Year: 2008 School Grade: A High Standards Reading: 75% High Standards Math: 77% Learning Gains Reading: 67% Learning Gains Math: 70% Learning Gains Lowest Twenty Five Percent Reading: 75% Learning Gains Lowest Twenty Five Percent Math: 68%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal	Principal	August 16, 2012	
2	2. Partnering new teachers with veteran staff	Assistant Principal	August 17, 2012	
3	3. Providing Professional Development as needed	Assistant Principal	September 26, 2012	
4	4. Soliciting referrals from current employees	Assistant Principal	August 14, 2012	

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
3% (3) out-of-field	The teacher will register to take courses such as Best Practices and Reciprocal Teaching Strategies. The teachers will be partnered with their Department Chair for support.

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
99	6.1%(6)	7.1%(7)	47.5%(47)	39.4%(39)	38.4%(38)	97.0%(96)	6.1%(6)	1.0%(1)	74.7%(74)

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
Denise Raposo	Andrew McKenzie	MINT Trained	Participation in district's MINT Program

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

Ernest R Graham K-8 Academy is a Title I school.

Ernest R Graham is a Title I school and receives additional funding for numerous support services such as hourly teachers, paraprofessionals, a math/science facilitator, an instructional technology teacher, software, hardware, and supplemental materials. Furthermore, funds from Title I Grant will be utilized to provide after-school tutoring in the areas of reading, mathematics and science for targeted students.

Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Ernest R Graham has one Voluntary Pre-kindergarten (VPK) class. Staff in this class assists preschool children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan, also funded by the Title I Grant.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Funds from Title II will be utilized to improve basic education by training mentors, for any new teacher, through the New Teacher (MINT) Program and by training selected teachers for add-on endorsement programs. The District will also offer substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation; as well as Lesson Study Group implementation and protocols.

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be implementing a 2011 summer academic enrichment camp for students in four homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
Nutrition education, as per state statute, is taught through physical education.
The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's.

Housing Programs

n/a

Head Start

Ernest R Graham Elementary School has one Voluntary Pre-kindergarten (VPK) class funded by Title I.

Adult Education

Not Applicable

Career and Technical Education

By promoting Career Pathways, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

Not Applicable

Other

Health Connect

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and /or social and human services on school grounds.
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Parental Involvement

Involve parents in school events in order to continue to link the home and school connection and extend an open invitation to our school's parent resource center; which contains literature on various topics and available seminars.

Increase parental involvement through Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules.

Facilitate greater interest in workshops by presenting stimulating themes based on informal parent surveys, which determine the specific needs of our parents.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal

Assistant Principal

Reading and Language Arts Coach

Science Department Facilitator

Mathematics Department Facilitator

Social Studies Department Facilitator

Language Arts Teacher and Team Leader

Mathematics Teacher and Team Leader

Professional Development Liaison

SPED Teacher and Department Chair

Media Specialist

Student Service Department Member

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/TRI team will meet once a month and will focus on data analysis from the FAIR assessment, school-wide mini assessments and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and Tier 3 intervention that are performing below mastery. Professional development will be provided for teachers whose students are performing below mastery. Tier 3 students will be reviewed for academic success across the curriculum and behavior issues. The MTSS/RTI Leadership Team will review parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective instructional strategies and restructure ineffective strategies. During weekly team meetings, teachers will recommend struggling students for Tier 2 intervention to the MTSS/RTI team.

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/RTI team will partake in monthly meetings when the School Improvement Plan goals and strategies are being addressed. As the strategies are monitored, the MTSS/RTI Team will make modifications to the SIP as needed.

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.

Tier 1-Reading, Mathematics, Science, and Writing

The data management systems and source used for baseline data are:
• Progress Monitoring and Reporting System (PMRN)
• Florida Assessment for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT 2.0)
• Voyager Benchmark Assessment
• Baseline Assessment in Reading, Science and Math through Edusoft
• Reading Plus
• CELLA

The data management systems and source used for midyear are:
• Florida Assessment for Instruction in Reading (FAIR)
• Interim Assessment for Reading, Math, and Science
• Voyager Benchmark Assessment

The data management systems and source used for end of year:
• FAIR
• FCAT 2.0
• Voyager Benchmark Assessment
• Assessments through Edusoft
• Interim Assessments for Reading, Math, and Science

Writing pre and post test.

• Data analysis will be done on a monthly basis.
• Writing Portfolio

The data management system and source used for behavior:
• Student Case Management System Data

Tier 2-Reading, Mathematics, Science, and Writing

The data management systems and sourced used for tier 2 instruction are:
• Reading Plus
• Successmaker for reading and math

The data management systems and source used for behavior:
• Student Case Management System Data
• Office referrals per week/month
• Suspensions
• Team meeting agendas

Writing pre and post test.

• Chuck Wagon Technology

Tier 3-Reading, Mathematics, Science, and Writing

The data management systems and source used for tier 3 instruction are:
• Reading Plus
• Successmaker for reading and math
• Gizmos for science and math
• Progress Monitoring and Reporting System (PMRN) intervention activities for reading
• Achieve 3000

The data management systems and source used for behavior:

• Student Case Management System Data
• Office referrals per week/month
• Suspensions
• Team meeting agendas
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

All curriculum leaders and student service personnel will be trained and receive a manual in the RTI problem solving and data analysis process at beginning of the 2012-2013 school year. Instructional personnel will participate in MTSS professional development activities to understand the basic MTSS principles and procedures during faculty, team, and department meetings. Two PD sessions entitled: "MTSS" Using Data to Drive Instruction and "MTSS": Sharing Best Practices for Effective Intervention will be provided during early release days and professional development work days throughout the school year. Additionally, the articulation processes will now include a MTSS component to assist the articulation program with our feeder pattern schools.

Describe the plan to support MTSS.

The MTSS/RTI Leadership Team will collaborate with the Leadership Team on monthly basis. The curriculum leaders will monitor the process to ensure fidelity. The administrator will ensure that all teachers are trained and understand their role. The Student Services Department will follow-up with each individual case; according to their grade levels assignment.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Mayra Alfaro, Assistant Principal: Karen Belusic, Assistant Principal: Mercy Abadie, Reading Coach: Rosa Fluty, Reading and Writing Resource: Mildred Valdes, Math and Science Resource: Andrew McKenzie/Yailen Julia
Grade Level Chairpersons: K: A'Shonda Bivens, First Grade: Rosa Hernandez, Second Grade: Eileen Gross, Third Grade: Marilyn Bacallao, Fourth Grade: Shirlee Casseus, Fifth Grade: Maria Pumar, Bilingual Program: Marlene Martinez, Special Areas: Maria Sarduy, Media Services: Jane Sawyer, Sixth Grade: Veronica Verdugo , Student Services: Maria Duarte/Rita Rodriguez.

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

The Literacy Leadership Team will meet monthly to deliberate on curricular issues and common areas of concern in the areas of instructional delivery, student performance, classroom management, etc.., as evidenced by administrators' and resource teachers' observations and student performance data.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, recommending supplemental materials, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar (IFC) is being utilized and implemented effectively. Resource personnel will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. Furthermore, teachers who are struggling with the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful.

Resource teachers and grade levels will meet on a bi-weekly basis to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans and focus lessons will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. The meetings will be facilitated by the department chairperson and/or curriculum designee assigned to the grade level. A teacher will be designated to record notes from the meeting and submit them to the administrative staff. Furthermore, the Literacy Leadership Team will ensure the effectiveness of all educational programs and strategies by analyzing results throughout the year.

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

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions. Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from instructional coaches and personnel hired to provide tutorial services. Furthermore, students who scored in the lowest 25% on the 2011 FCAT 2.0 (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction. Strategies that are unsuccessful will be discontinued and replaced with alternate interventions. All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed. These are the major initiatives of the LLT for the 2012-2013 school year.

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.

Ernest R Graham K-8 Academy has one Voluntary Pre-kindergarten (VPK) class. Staff in this class assists preschool children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan. Articulation meetings are held monthly between the pre-kindergarten teacher and the kindergarten teachers in order to ensure that academic goals are implemented. In addition, the teachers share information about Florida Kindergarten Readiness Screener (FLKRS), which is used to determine student readiness rates, and identify specific skills and knowledge needed so that pre-kindergarten students will receive exposure to these skills and be better prepared for kindergarten. This plan diminishes the low readiness rate factor for all students and increases their chances for success in kindergarten. In addition, the Early Growth Indicator Formal Assessment by Houghton Mifflin will be administered as a pre-test, mid-year, and post-test to measure phonological awareness and reading growth. Test results will be monitored and data will be compiled in order to plan instruction and interventions. The Sing and Share Kit will be used to assess the social/emotional development of each child. Moreover, instructional strategies like role playing and storytelling will be used to explore problems and solutions using auditory and visual learning modalities to promote successful social and emotional behaviors.
At the end of the school year, and again prior to the opening of school, our kindergarten teachers provide workshop for the parents of all new kindergarten students registered. During these sessions, teachers discuss grade level expectations and other pertinent information to ensure a smooth transition.

*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.

Reading strategies will be implemented in all content areas. All teachers, regardless of subject area, will be given the opportunity to participate in professional development, which will be geared towards improving students reading skills. The Literacy Leadership Team will monitor the implementation of school-wide literacy strategies across the curriculum.

*High Schools Only

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

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

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:	In grades 3-5, 31% of students achieved mastery (Level 3) on the 2012 administration of the FCAT 2.0 Reading Test. Our goal for 2012-2013 school year is to increase student proficiency by 2 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (239)	33%(255)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The identified area of deficiency on the 2012 administration of the FCAT 2.0 Reading Test was the reporting category of Informational Text/Research Process. Students are showing a deficit in the area of Informational Text/Research Process which prevents them from becoming proficient readers.	Instruction utilizing graphic organizers such as a Venn Diagrams, concept maps, exploring shades of meaning, using reciprocal teaching and question- answer relationships will be implemented in order to understand and attain meaning in grade level or higher level texts and as a result improve the reporting category of Informational Text/Research Process	The Literacy Leadership Team, MTSS/RtI along with administrators will be responsible for the monitoring of the implementation of the identified strategies	Review formative assessment data reports to ensure progress is being made and monitor the implementation of strategies on a monthly basis	FAIR District Interim Assessment School-site assessment data 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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:	In grades 3-5, 35% of students achieved above proficiency (Levels 4 and 5) on the 2012 administration of the FCAT 2.0 Reading Test. Our goal for 2012-2013 school year is to increase student proficiency by 1% percentage point to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (269)	36% (278)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was reporting category 2, Reading Application. Students have limited exposure to comparing and contrasting across a variety of genres.	Reading Application will be targeted through the use of the Depth of Knowledge Chart, Reciprocal Teaching and FCAT 2.0 Task Cards which will ensure higher order thinking in lesson plans and practice along with cross content-area supplemental materials (Florida Ready Reading).	MTSS/RtI	Department Grade Level meetings, data chats, sharing best practices, class observations and lesson plans on a weekly basis	FAIR District Interim Assessment School-site assessment data 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The results of the 2012 FCAT 2.0 Reading Test indicate that 73% of students made learning gains. Our goal for the 2012-

Reading Goal #3a:	2013 school year is to increase the percentage of student making learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (401)	78% (428)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text/Research Process. Students spend limited time locating, organizing and interpreting information within and across texts.	Provide student opportunities to practice using real-world documents such as how-to articles, brochures and websites use text features to locate and interpret, and organize information.	MTSS/RtI Team	Review classroom assessments on a monthly basis Review formative assessments.	Summative: 2013 FCAT 2.0 assessments District Interim 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012FCAT 2.0 Reading results indicate 73% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% making learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (106)	78%(113)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The identified area of deficiency on the 2012 administration of the FCAT 2.0 was Reporting Category 1, Vocabulary. Students in the lowest 25% have limited exposure identifying shades of meaning in related words within the texts.	Increase students' exposure to academic language, test formats and question stems. Provide student opportunities to practice identifying words and clue words that signal relationships using concept maps.	MTSS/RtI Team	Review classroom assessments focusing on students' knowledge of word meaning. Review formative assessments on a monthly basis.	FAIR District Interim Assessment School-site assessment data Summative 2013 FCAT 2.0 Reading

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 # Ernest R Graham K-8 Academy will increase the percent of students scoring at Levels 3-5and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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:	The result of the 2012 FCAT 2.0 Reading Test indicates that 63% in the white student subgroup did not make satisfactory progress in reading Our goal for 2012-2013 school year is to increase 11 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 63% (11) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: 74% (13) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 63% (11) The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. Limited access to technology is an obstacle.	Provide students with adequate time during the instructional day to access Reading Plus, Achieve 3000, and Successmaker. As well as implementing a reward system utilizing Reading Plus and contests for literacy activities.	MTSS/RtI Team	Review Reading Plus Reports on a weekly basis.	FAIR District Interim Assessment School-site assessment data 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 subgroup:

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

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:	The results on the 2012 FCAT 2.0 indicate that 28% of SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 20 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (19)	48% (33)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. General Education and Inclusion teachers have limited time to collaborate regarding struggling students.	Review of basic skills during the first 5 minutes of the instructional period, and perform comprehension checks through mini assessments. Provide teachers monthly planning time between general education and inclusion teachers to develop strategies for struggling students.	MTSS/RtI Team	Review Student folders and Interim assessment reports on a monthly basis and when data is available.	FAIR District Interim Assessment School-site assessment data Summative 2013 FCAT 2.0 Reading Formative: Florida Achieve benchmark 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results on the 2012 FCAT 2.0 indicate that 66% of Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 4 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

66% (447)	70% (474)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 4, Informational Text/Research Process. Limited opportunities to access technology programs that will facilitate instruction.	Provide students with adequate time during the instructional day to access Reading Plus and various on-line technologies.	MTSS/RtI Team	Review computer lab schedule. Review reports from Reading Plus on a monthly basis.	FAIR District Interim Assessment School-site assessment data Summative 2013 FCAT 2.0 Reading

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
Reciprocal Teaching	K-7	Reading Coach	K-7	November 6th, 2012	Mini-assessments, student work folders and classroom walkthroughs	Reading Coach and MTSS/RtI Team
Webb's Depth of Knowledge	K-7	Reading Coach	K-7	February 1st , 2013	Student work folders and classroom walkthroughs	Administration and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2.a	Florida Ready 2.0 Reading	Title I	$2,857.14
			Subtotal: $2,857.14
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

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:	In grades K-6, 52% of students achieved proficient in the Listening/Speaking portion of the CELLA Test. Our goal is to increase student proficiency by _1__percentage.

2012 Current Percent of Students Proficient in listening/speaking:
52% (286)

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 support in developing their listening/speaking skills in order to understand and communicate in the second language (English).	Utilizing Teacher led groups and modeling to ensure and encourage student practice in both listening and speaking English.	The Literacy Leadership Team, LEP committee, MTSS/RtI Team.	Review formative assessment data to ensure progress occurs and intervention is adjusted on a monthly basis or as needed.	CELLA 2013

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:	In grades K-6, 42% of students achieved proficient in the Reading portion of the CELLA Test. Our goal is to increase student proficiency by 1 percent.

2012 Current Percent of Students Proficient in reading:
42% (232)

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 demonstrate difficulty in reading comprehension and vocabulary of grade level text.	Instruction utilizing reciprocal teaching strategies, question-answer relationships, and encouraging students to read from a variety of texts in order to develop and improve reading comprehension. Differentiated	The Literacy Leadership Team, LEP committee, MTSS/RtI Team.	Review formative assessment data to ensure progress occurs and intervention is adjusted on a monthly basis or as needed.	CELLA 2013

		instruction through Achieve 3000 for sixth and seventh grade.			

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

3. Students scoring proficient in writing. CELLA Goal #3:	In grades K-6, 28% of students achieved proficient in the Writing portion of the CELLA Test. Our goal is to increase student proficiency by 1 percentage.

2012 Current Percent of Students Proficient in writing:

28% (155)

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	Deficiency in the areas of focus, organizational skills, elaboration and the use of precise vocabulary	Instruction using the writing process incorporating graphic organizers to organize thoughts and create a draft with logical sequence of beginning, middle, and end, using supporting details. Reading/Writing resource teacher will work with writing groups, as well as Saturday tutoring. Students will also use Chuck Wagon Builds Language Skills. During writing instruction teachers will also use mentoring texts and mini-lessons as a model for authoring strategies. Students will also use a thesaurus as a resource for advanced mature vocabulary when appropriate.	Administration along with the Reading /Writing Coach will be responsible for the monitoring of the implementation of the identified strategies.	Student writing responses will be monitored monthly to monitor progress and to adjust instruction in their areas of organization, focus, elaboration and vocabulary. Student writing samples will be reviewed and scored by the teacher holistically, and showcased during Author's Tea.	CELLA 2013

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 34 % of students achieved proficiency (Level 3). Our goal is to increase student proficiency by 7 percentage point to 41 % student proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (260)	41% (317)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 3 was: Reporting Category 2, Number: Fractions. Students are showing a deficit in the area Fractional concepts which prevents them from becoming proficient.	Provide manipulatives to represent parts of a whole and to develop meanings of fractions and related vocabulary.Use hands-on experiences to facilitate the conceptual learning and understanding of fractional concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes.	MTSS/RtI	The MTSS/RtI team will monitor the implementation of use of Fraction strategies through classroom observations and quarterly data debriefings with grade levels to ensure students are making adequate progress.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 4 was: Reporting Category 3, Number: Geometry and Measurement. Students have limited exposure to geometry and measurement across a variety of shapes.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives.	MTSS/RtI	The MTSS/RtI team will monitor the implementation of Geometry and Measurement strategies through classroom observations and quarterly data debriefings with grade levels to ensure students are making adequate progress.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 5 was: Reporting Category 3, Geometry and Measurement. Students have limited exposure to geometry and measurement across a variety of shapes.	Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area.These activities should include the selection of appropriate units, strategies, and tools to solve problems involving	MTSS/RtI	The MTSS/RtI team will monitor the implementation of Geometry and Measurement strategies through classroom observations and quarterly data debriefings with grade levels to ensure students are making adequate progress.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

			these measures.		

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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 2011-2012 FCAT 2.0 Mathematics Test indicates that 34 % of students scoring at or above Achievement Levels 4 and 5. Our goal for the 2012- 2013 school year is to increase student proficiency by 3 percentage point from 35% to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (268)	38% (294)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 3 was: Reporting Category 1, Number: Operations, Problems and Statistics. Students are showing a lack of exposure to cognitively complex problems and non-routine problems.	Incorporate discovery-based learning and technology to enhance student-centered learning. Use Everglades K-12 Florida Mathematics Standards and inquiry-based activities that promote authentic and rigorous student engagement. Implement common problem-solving instructional strategies into daily instruction which allows students to work in collaborative structures.	MTSS/RtI	The MTSS/RtI team will monitor the implementation of Operations and Problem Solving strategies through ongoing classroom observations focusing on students' ability to develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts and solve non-routine problems. Quarterly data debriefings with grade levels to ensure students are making adequate progress.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
	The area of deficiency as	Incorporate discovery-	MTSS/RtI	The MTSS/RtI team will	Student authentic

2	noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 4 was: Reporting Category 1, Number: Operations and Problems. Students are showing a lack of exposure to cognitively complex problems and non-routine problems.	based learning and technology to enhance student-centered learning. Use Everglades K-12 Florida Mathematics Standards and inquiry-based activities that promote authentic and rigorous student engagement. Implement common problem-solving instructional strategies into daily instruction which allows students to work in collaborative structures.		monitor the implementation of Operations and Problem Solving strategies through ongoing classroom observations focusing on students' ability to estimate and describe reasonableness of estimates; determine factors and multiples; identify, duplicate, describe, extend, and apply number patterns. Quarterly data debriefings with grade levels to ensure students are making adequate progress.	work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 5 was: Reporting Category 1,Number: Base Ten & Fractions. Students are showing a lack of exposure to cognitively complex problems and non-routine problems.	Incorporate discovery-based learning and technology to enhance student-centered learning. Use Everglades K-12 Florida Mathematics Standards and inquiry-based activities that promote authentic and rigorous student engagement. Implement common problem-solving instructional strategies into daily instruction which allows students to work in collaborative structures.	MTSS/RtI	The MTSS/RtI team will monitor the implementation of Operations and Problem Solving strategies through ongoing classroom observations focusing on students' ability to develop an understanding of and fluency with division of whole numbers; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Quarterly data debriefings with grade levels to ensure students are making adequate progress.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points, from 68% to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (373)	73% (401)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 3 require additional practice with Reporting Category 2, Fractions.	Engage students in activities to use technology (such as Gizmos, Successmaker, or the National Library or Virtual Manipulatives) that include visual stimulus to develop an understanding of fractions and fraction equivalence.	MTSS/RtI	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.
2	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 4 require additional practice with Reporting Category 3, Geometry and Measurement.	Engage students in activities to use technology (such as Gizmos, Successmaker, or the National Library or Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	MTSS/RtI	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.
3	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 5 require additional practice with Reporting Category 3, Geometry and Measurement.	Engage students in activities to use technology (such as Gizmos, Successmaker, or the National Library or Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	MTSS/RtI	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable	Not Applicable

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school year is to provide, remediation opportunities in order to increase the percentage of students in the lowest 25% making learning gains by 5% from 69% to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (89)	74% (95)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 3 require additional practice with Reporting Category 2, Fractions.	Provide teacher training on SuccessMaker, FCAT 2.0 Explorer – Math and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop an understanding of fractions and fraction equivalence.	MTSS/RtI	Review formative baseline and interim assessment data reports to ensure progress is being made and adjust intervention on a monthly basis or as needed.	Baseline, Fall and Winter Interim reports. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
2	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 4 require additional practice with Reporting Category 3, Geometry and Measurement.	Provide teacher training on SuccessMaker, FCAT 2.0 Explorer – Math and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop an understanding of measurement and students' geometry and spatial sense.	MTSS/RtI	Review formative baseline and interim assessment data reports to ensure progress is being made and adjust intervention on a monthly basis or as needed.	Baseline, Fall and Winter Interim reports. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of	Provide teacher training on SuccessMaker, FCAT 2.0 Explorer – Math and Riverdeep so that	MTSS/RtI	Review formative baseline and interim assessment data reports to ensure progress is being made	Baseline, Fall and Winter Interim reports. Summative results

3	students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 5 require additional practice with Reporting Category 3, Geometry and Measurement.	teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop an understanding of measurement and students' geometry and spatial sense.		and adjust intervention on a monthly basis or as needed.	from the 2013 FCAT 2.0 Mathematics Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Ernest R Graham K-8 Academy will increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	80	82	84	86	

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
1	n/a	n/a	n/a	n/a	n/a

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 61 % of ELL students achieved proficiency (Level 3). Our goal is to increase student proficiency by 12 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (138)	73% (165)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Number and Operations. Students limited vocabulary restricts their ability to perform problem solving operations.	Use literature in mathematics to provide the necessary meaning for students to successfully grasp number concepts and allow students to make connections with real-world situations. Infusing literacy and vocabulary in the mathematics lessons which may include the use of "Word Walls" will facilitate understanding of mathematical expressions.	MTSS/RtI LEP Committee	Review formative assessment data to ensure progress occurs and intervention is adjusted on a monthly basis or as needed.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 indicates that 31% % of SWD students achieved proficiency (Level 3). Our goal is to increase student proficiency by 17 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (21)	48% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Number and Operations. Students spend limited time practicing and recalling basic facts, which affects multitier operations.	Promote continuous repetition/practice when learning mathematical concepts such as solving problems, responding to practical situations, using models, and properties of operations.	MTSS/RtI	Review reports from District Interim Assessment and Tri-Weekly assessments from Edusoft. Conduct data chats after each interim to determine effectiveness of strategy. Adjust instruction as needed to ensure progress is being made.	Edusoft reports from Interims and Tri-weekly exams. Summative results from the 2012 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 68% % of ED students achieved proficiency (Level 3). Our goal is to increase student proficiency by 10 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (460)	78% (528)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Number Operations. Students have limited access to technology programs that will enable practice of basic facts which affects multitier operations.	Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	MTSS/RtI	Review reports from District Interim Assessment and Tri-Weekly assessments from Edusoft. Conduct data chats after each interim to determine effectiveness of strategy. Adjust instruction as needed to ensure progress is being made.	Edusoft reports from Interims and Tri-weekly exams. Summative results from the 2012 FCAT 2.0 Mathematics Assessment.

End of Elementary School Mathematics Goals

Middle 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 Mathematics Test indicates that 34 % of students achieved proficiency (Level 3). Our goal is to increase student proficiency by 1 percentage point to 35% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (260)	41% (317)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 6 was: Reporting Category 3, Geometry and Measurement. Students have limited exposure to geometry and measurement across a variety of shapes.	Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.	MTSS/RtI	The MTSS/RtI team will monitor the implementation of Geometry and Measurement strategies through classroom observations and data debriefings with grade levels to ensure students are making adequate progress on a monthly basis.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2012 Mathematics test for Grade 7 was: Reporting Category 3, Geometry and Measurement. Students have limited	Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.	MTSS/RtI	The MTSS/RtI team will monitor the implementation of Geometry and Measurement strategies through classroom observations and data debriefings with grade levels to ensure students	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

exposure to geometry and measurement across a variety of shapes.	are making adequate progress on a monthly basis.

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

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 Mathematics Test indicates that 34 % of students scoring at or above Achievement Levels 4 and 5. Our goal for the 2012- 2013 school year is to increase student proficiency by 1 percentage point from 34% to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(268)	38%(294)

<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>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2011 Mathematics test for Grade 6 was: Reporting Category 1 Fractions, Ratios, Proportional Relationships, and Statistics. Students lack opportunities to complete more rigorous mathematical problems.</td><td>Provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation. Increase student exposure to FCAT 2.0 style questions using Everglades K-12 Florida Mathematics Standards. Utilize common assessments (Topic Assessments) to assess and analyze results vertically and horizontally through grade-level</td><td>MTSS/RtI</td><td>Review classroom assessments focusing on students' ability to identify, duplicate, describe, extend, and apply number patterns on a quarterly basis.</td><td>Student authentic work and teacher feedback.

Summative results from the 2013 FCAT 2.0 Mathematics Assessment.</td></tr>
</table>

	teams.			
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 2011 Mathematics test for Grade 7 was: Reporting Category 1- Number: Base Ten. Students lack opportunities to complete more rigorous mathematical problems.	Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals. Increase student exposure to FCAT 2.0 style questions using Everglades K-12 Florida Mathematics Standards. Utilize common assessments (Topic Assessments) to assess and analyze results vertically and horizontally through grade-level teams.	MTSS/RtI	Review classroom assessments focusing on students' ability to identify, duplicate, describe, extend, and apply number patterns on a quarterly basis	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points, from 68% to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (373)	73% (401)

<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
	As noted on the 2011 administration of the FCAT 2.0 Mathematics	Engage students in activities to use technology (such as	MTSS/RtI	Review SuccessMaker and Gizmos reports to ensure students are	SuccessMaker reports. Gizmos reports.

1	Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 6 require additional practice with Reporting Category 3, Geometry and Measurement. Students lack opportunities to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions.	Gizmos, Successmaker, or the National Library or Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.		meeting session requirements and making adequate progress on a monthly basis.	Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
2	As noted on the 2011 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in Grade 7 require additional practice with Reporting Category 3, Geometry and Measurement. Students lack opportunities to compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)).	Engage students in activities to use technology (such as Gizmos, Successmaker, or the National Library or Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	MTSS/RtI	Review SuccessMaker and Gizmos reports to ensure students are meeting session requirements and making adequate progress on a monthly basis.	SuccessMaker reports. Gizmos reports. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Our goal for the 2012-2013 school year is to provide, remediation opportunities in order to increase the percentage

Mathematics Goal #4:			of students in the lowest 25% making learning gains by 5% from 69% to 74%.		

2012 Current Level of Performance:		2013 Expected Level of Performance:
69%(89)		74%(95)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in grade 6 require additional practice with Reporting Category 3, Geometry and Measurement. Students lack opportunities to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.	Provide teacher training on SuccessMaker, FCAT 2.0 Explorer – Math and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop conceptual understanding of Geometry and Measurement.	MTSS/RtI	Review formative baseline and interim assessment data reports to ensure progress is being made and adjust intervention on a monthly basis or as needed.	Baseline, Fall and Winter Interim reports. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.
2	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percentage of students making learning gains increased as compared to the 2011 Mathematics Test. However, students in grade 7 require additional practice with Reporting Category 1, Number: Base Ten. Students lack opportunities to use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.	Provide teacher training on SuccessMaker, FCAT 2.0 Explorer – Math and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop conceptual understanding the properties of numbers.	MTSS/RtI	Review formative baseline and interim assessment data reports to ensure progress is being made and adjust intervention on a monthly basis or as needed.	Baseline, Fall and Winter Interim reports. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A : Ernest R Graham K-8 Academy will increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	80	82	84	86	

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 indicates that 81 % of White students achieved proficiency (Level 3). Our goal is to increase student proficiency by 3 percentage points to 84%. The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 70 % of Hispanic students achieved proficiency (Level 3). Our goal is to increase student proficiency by 9 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 81% (14) Black: N/A Hispanic: 70% (519) Asian: N/A American N/A Indian: N/A	White: 84% (14) Black: N/A Hispanic: 79% (585) Asian: N/A American N/A Indian: N/A

<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>White: 81% (14)

The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Geometry and Measurement. Students have limited opportunities to investigate geometric properties.</td><td>Utilize the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content.</td><td>MTSS/RtI</td><td>Review reports from District Interim Assessment and monthly Topic assessments.

Conduct data chats after each interim to determine effectiveness of strategy.

Adjust instruction as needed to ensure progress is being made.</td><td>Edusoft reports from Interims and Topic Assessment results.

Summative results from the 2012 FCAT 2.0 Mathematics Assessment.</td></tr>
<tr><td>2</td><td>Hispanic: 70% (519)

The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Geometry and Measurement. Students have limited opportunities to investigate geometric properties.</td><td>Utilize the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content.</td><td>MTSS/RtI</td><td>Review reports from District Interim Assessment and monthly Topic assessments.

Conduct data chats after each interim to determine effectiveness of strategy.

Adjust instruction as needed to ensure progress is being made.</td><td>Edusoft reports from Interims and Topic Assessment results.

Summative results from the 2012 FCAT 2.0 Mathematics Assessment.</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Fractions, Ratios/Proportional relationships, and Statistics. Students lack fluency with multiplication and division of fractions and decimals.	Use literature in mathematics to provide the necessary meaning for students to successfully grasp number concepts and allow students to make connections with real-world situations. Infusing literacy and vocabulary in the mathematics lessons which may include the use of "Word Walls" will facilitate understanding of mathematical expressions.	MTSS/RtI LEP Committee	Review formative assessment data to ensure progress occurs and intervention is adjusted on a monthly basis or as needed.	Student authentic work and teacher feedback. Summative results from the 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 indicates that 31% % of SWD students achieved proficiency (Level 3). Our goal is to increase student proficiency by 17 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (21)	48% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Fractions, Ratios/Proportional relationships, and Statistics. Students spend limited time. adding, subtracting, multiplying, and dividing integers, fractions, and terminating decimals.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Use of manipulatives and real world scenarios to develop meanings for integers and related vocabulary	MTSS/RtI	Review reports from District Interim Assessment and monthly Topic assessments. Conduct data chats after each interim to determine effectiveness of strategy. Adjust instruction as needed to ensure progress is being made.	Edusoft reports from Interims and Topic Assessment results. Summative results from the 2012 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 68% % of ED students achieved proficiency (Level 3). Our goal is to increase student proficiency by 10 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	68% (460)	78% (528)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Fractions, Ratios/Proportional relationships, and Statistics. Students have limited access to technology programs that will enable practice of basic facts which affects multitier operations.	Utilize the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content. Use NCTM's Illuminations web site to explore the relationship between theoretical and experimental probabilities.	MTSS/RtI	Review reports from District Interim Assessment and monthly Topic assessments. Conduct data chats after each interim to determine effectiveness of strategy. Adjust instruction as needed to ensure progress is being made.	Edusoft reports from Interims and Topic Assessment results. Summative results from the 2012 FCAT 2.0 Mathematics Assessment.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	No Data-N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data-N/A	No Data-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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	No Data-N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

No Data-N/A	No Data-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				

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	No Data-N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data-N/A	No Data-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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	No Data-N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data-N/A	No Data-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

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
Workshop on: Effective implementation SuccesMaker	Math	Pearson representative	2-5 teachers	November 6, 2012	Software reports, District assessments	Mathematics Facilitator/Administrator
Workshop on NGSSS Focusing on: Number Sense, Data Analysis and Measurement	Math	Math/Science Resource teacher	K-7 teachers	August 20, 2012-June 6, 2012 Monthly Grade-level meetings on Wednesday	Teacher feedback on implementation of BEST practices	Curriculum Leaders/Administrator
Workshop on: Effective implementation of the Mathematics textbook: Go Math! Florida	Math	Houghton – Mifflin Harcourt representative	K-5 teachers	November 6, 2012	Textbook assessments, District assessments	Curriculum Leaders/Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2a.1	Next Generation Florida Mathematics Standards Grade 3	Title I	$2,653.67
2a.1	Next Generation Florida Mathematics Standards Grade 4	Title I	$2,214.87
2a.1	Next Generation Florida Mathematics Standards Grade 5	Title I	$626.85
2a.1	Next Generation Florida Mathematics Standards Grade 6	Title I	$1,044.75
2a.1	Next Generation Florida Mathematics Standards Grade 7	Title I	$1,305.94
			Subtotal: $7,846.08
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: $7,846.08

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 indicates that 39% of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 42% student proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (105)	42% (112)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category 3- Physical Science	The following strategies will be utilized to support Reporting Category 3- Physical Science Implement instruction in grades K-7 to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the district Pacing Guides Ensure that instruction includes teacher demonstrated as well as student-centered laboratory activities that apply, analyze and explain concepts related to matter, energy, force and motion.	The Literacy Leadership Team along with Science Coach will be responsible for the monitoring of the implementation of the identified strategies.	The Test Manager and Science Coach will work collaboratively in order to use Edusoft Reports to review the results of Quarterly assessments. Data will be used to modify and guide instruction.	Formative: Quarterly assessments will be administered using Edusoft. Summative: The 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable	Not Applicable

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 22% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to increase Students achieving above proficiency by 1 percentage point to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (58)	23% (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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category 3- Physical Science	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.	The Literacy Leadership Team along with Science Coach will be responsible for the monitoring of the implementation of the identified strategies.	Use findings from weekly Science Probes and Rubrics to guide instruction and clarify misconceptions on a weekly basis.	Formative: Science Probes, Rubric fro Inquiry Framework, Science Fair Rubric Summative: The 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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
P-SELL Science In-service	5th Grade	Jennifer Ann Diaz	5th Grade Teachers	August 6-8, 2012	Formative and summative assessment results	Administration, University of Miami and MDCPS Public Schools
P-SELL Science In-service	5th Grade	Kimberly Lanier	5th Grade Teachers	Quarterly	Class visits, Observations, Data gathered from study	Administration, University of Miami and MDCPS Public Schools
Science In-service (Data Chats, Best Practices and Continuous Improvement)	K-7 Grade	Science Leaders/ Coaches	K- 7th Grade Teachers	Monthly	Quarterly Assessments, Weekly Assessments, Science Probes, Class Visits and Observations	Administration

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.1	FCAT 2.0 Coach Grades 5-7	Title I	$3,473.74
			Subtotal: $3,473.74
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: $3,473.74

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:	On the 2012 administration of the FCAT 2.0 Writing Test, 87% of the students in 4th grade scored 3.0 or above in writing. Our goal for the 2012-2013 school year is to increase achievement level at 89% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (185)	89% (188)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was focus, organizational skills, elaboration and use of precise vocabulary.	During writing instruction students will use a graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration. Reading/Writing resource teacher will work with writing groups, as well as Saturday tutoring. Students will also use Chuck Wagon Builds Language Skills. During writing instruction teachers will also use mentoring texts and mini-lessons as a model for authoring strategies. Students will also use a thesaurus as a resource for advanced mature vocabulary.	MTSS/RTI will be responsible for the monitoring of the implementation of the identified strategies.	Student writing responses will be monitored monthly to monitor progress and to adjust instruction in their areas of organization, focus, elaboration and vocabulary. Student writing samples will be reviewed and scored by the teacher using 4th Grade Holistic Rubric, and showcased during Author's Tea.	Progress between the District Writing Pretest Prompt and District Mid-Year Writing Prompt - In class assignments -Monthly writing scores -Summative results from the 2013 FCAT 2.0 Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not Applicable

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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
Focused Mini-lessons targeting Authoring Strategies	K-7 Language Arts Teachers	Reading/ Writing Resource Teacher	K-7 Language Arts Teachers	Sept. 9,2012-June 3, 2013	Grade level planning sessions/Classroom walkthroughs	Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$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

Civics End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	No Data-N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
No Data-N/A	No Data-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	An anticipated barrier is implementing a Civics program that qualified teachers can follow in order to address all State and District Benchmarks and curricular requirements.	Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics Curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Teachers will also provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	MTSS/RTI will be responsible for the monitoring of the implementation and fidelity of the identified strategies.	Teachers will utilize District-published lesson plans on a weekly basis with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Chapter/Unit assessments Post test EOC formative and summative assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	No Data-N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
No Data-N/A	No Data-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
	An anticipated barrier is implementing a Civics program that qualified teachers can follow in order to address all State and District	Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics Curriculum is taught with fidelity and	MTSS/RTI will be responsible for the monitoring of the implementation and fidelity of the	Teachers will utilize District-published lesson plans on a weekly basis with assessments aligned to tested End of Course	Chapter/Unit assessments Post test EOC formative and summative

| 1 | Benchmarks and curricular requirements. | is paced so as to address all State and District Benchmarks and curricular requirements. Teachers will also provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. | identified strategies. | Exam Benchmarks to maximize opportunities for students to master tested content. | assessments |

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
Focus Mini-lessons targeting Vocabulary	Grade 6/7	Reading Coach	Grades 6/7 teachers	Sept. 9, 2012-June 3, 2013	Grade level planning sessions/Classroom walkthroughs	Administrator

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Library books	EESAC	$395.56
			Subtotal: $395.56
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: $395.56

End of Civics 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 attendance level showed a slight decline from 96.63%, to our current level 96.51% . Our goal for this year is to increase attendance by 1% from previous year. Our goal is to reduce tardiness by 1% of the current average of 28 students per day.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.51% (1371)	97.01% (1379)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
315	299
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
186	177

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents & Students are not familiar with the District Attendance Policy.	Increase parent contact and attendance communication via Connect Ed, monthly newsletter and parent meetings.	Administrators, Community Involvement Specialists, and School Counselors	Administrators, Community Involvement Specialists, and School Counselors	2012-2013 Attendance rosters and Cognos reports.
2	Parents & Students are not familiar with the District Attendance Policy.	Increase parent contact and communication via parent notification letter.	Community Involvement Specialists and School Counselors	Administrators will monitor attendance rate and Truancy Reports.	2012-2013 Attendance rosters and 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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for this year is to decrease the number of out-of-school suspensions from 25 to 23; and to decrease the number of students suspended out of school from 23 to 21.
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
25	23
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	21

	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	In need of adherence to the established progressive discipline plan.	Consistent implementation and enforcement of the established progressive discipline policy. Utilize the Student Code of Conduct by providing incentives for compliance through the use of Rewards System.	MTSS/RTI	Monitor Rewards System by grade level and monitor COGNOS report on student outdoor suspension rate quarterly.	Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.
2	Students are unfamiliar with the Student Code of Conduct and classroom behavioral expectations.	Utilize behavior modification plans by providing individual incentives for compliance of classroom rules.	School Counselors and Classroom Teachers	Monitor Student weekly behavioral progress reports. Optional: Signed by parents	Parent Communication Log

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
Building an understanding of the Student Code of Conduct	Grades K-7	Guidance Counselor	Parents	August 2012 to June 2013	Utilize classroom walk-through to monitor teachers' enforcement of the Student Code of Conduct. Monitor "Do the Right Thing" and "Spot Success" monthly report.	Guidance Counselors Leadership Team
The Student Code of Conduct and Behavior Modification Plans	Grades K-7	Guidance Counselor	School wide	September 17, 2012	Utilize classroom walk-through to monitor teachers' enforcement of the Student Code of Conduct. "Monitor Do the Right Thin" and "Spot Success" monthly report.	Guidance Counselors Leadership Team

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.*	See Parent Involvement Plan (PIP)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
31% (492)	41% (656)

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parent workshops involving the Parent Academy. Provide a monthly newsletter to inform parents of community and school events.	Community Involvement Specialist(s)	Title I	$49,452.00
			Subtotal: $49,452.00
			Grand Total: $49,452.00

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 indicates that 22% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to increase Students achieving above proficiency by 1 percentage point to 23%. Our goal for the 2012-2013 school year is to have 50% of students participate in an Earth and Space project.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category 2 - Earth and Space Science. Students need to develop higher order thinking skills through-inquiry-based activities.	The following strategies will be utilized to support Reporting Category 2 - Earth and Space Science. Provided students with classroom opportunities to design and develop science and engineering projects to increase scientific thinking and the development of	The Literacy Leadership Team along with the Science Coach will be responsible for the monitoring of the implementation of the identified strategies.	Participation in School and Regional Science and Engineering Fair. Ongoing classroom assessments/ observations. Evidence of Science Power Writing Conclusions, Mathematics Application and	Formative: Quarterly assessments will be administered using Edusoft, Science Probes, Science and Engineering Fair Rubric Summative: The 2013 FCAT 2.0

		discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as in related to the Earth and Space Sciences.		Technology infusion through inquiry-based activities will be monitored on a quarterly basis.	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
Project Based Learning Online Professional Development	5th -7th Grade	Facilitator	5th -7th Grade Teachers	Fall and Spring 2012-13	Quarterly Assessments, Weekly Assessments, Science Probes, Class Visits and Observations	Administration

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)

Career and Technical Education (CTE) 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. CTE

CTE Goal #1:	Our goal for the 2012-2013 school year is to increase student enrollment in middle school CTE courses.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency anticipated for CTE course is curriculum not aligned to career theme across all disciplines causing a lack of student awareness and interest in current CTE course offerings.	The school will provide opportunities for CTE and academic teachers to develop and implement integrated curriculum.	Administration	The administrator will arrange and monitor common planning or lesson study time to develop integrated lessons with all academy teachers.	Report for articulation meetings

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
Integrating Lessons across Curriculum	Grade 6/7	Administration and Reading Coach	6th and 7th Grade Teachers	Sept.9, 2012-June 3, 2013	Grade level planning sessions/Classroom walkthroughs	Administrator

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum	Library Books	PTA	$260.89
			Subtotal: $260.89
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

Additional Goal(s)

Not Applicable 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 Not Applicable Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	2.a	Florida Ready 2.0 Reading	Title I	$2,857.14
Mathematics	2a.1	Next Generation Florida Mathematics Standards Grade 3	Title I	$2,653.67
Mathematics	2a.1	Next Generation Florida Mathematics Standards Grade 4	Title I	$2,214.87
Mathematics	2a.1	Next Generation Florida Mathematics Standards Grade 5	Title I	$626.85
Mathematics	2a.1	Next Generation Florida Mathematics Standards Grade 6	Title I	$1,044.75
Mathematics	2a.1	Next Generation Florida Mathematics Standards Grade 7	Title I	$1,305.94
Science	1A.1	FCAT 2.0 Coach Grades 5-7	Title I	$3,473.74
Writing				$0.00
Civics	To provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Library books	EESAC	$395.56
CTE	Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum	Library Books	PTA	$260.89
				Subtotal: $14,833.41

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
Parent Involvement	Provide parent workshops involving the Parent Academy. Provide a monthly newsletter to inform parents of community and school events.	Community Involvement Specialist (s)	Title I	$49,452.00
				Subtotal: $49,452.00
				Grand Total: $64,285.41

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
jn	jn	jn	jn

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

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
Library Accelerated Reading Material Supplemental Materials Student Incentives	$4,700.00

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

The School Advisory Council (SAC) has an important function for the success of Ernest R Graham K-8 Academy. Listed below are some of the functions of the SAC:
• Meetings scheduled as needed
• Monitoring the implementation of the 2012-2013 School Improvement Plan
• Assist the school to create and analyze school climate surveys for parents and students
• Reach out to the community to increase parent involvement
• Increase Dade Partners participation in school activities

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District ERNEST R. GRAHAM ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	87%	95%	60%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	75%			147	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?	68% (YES)	70% (YES)			138	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					609	
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 ERNEST R. GRAHAM ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	95%	60%	323	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	66%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	61% (YES)			126	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					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested