FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MELROSE ELEMENTARY SCHOOL

District Name: Putnam

Principal: Beth Nelson

SAC Chair: Sherri Siebert

Superintendent: Tom Townsend

Date of School Board Approval: October 2012

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Beth Nelson	Master of Education Degree in Educational Leadership, Bachelor Degree in Elementary Education, ESOL Endorsement,Specific Learning Disabilities K-12	2	7	2011-2012 A 2010-2011 A with AYP Melrose 2009-2010 D no AYP Moseley 2006-2009 C no AYP River Breeze 2005-2006 A no AYP Ochwilla

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)
Curriculum Reading Teacher	Sarah Wylie	Elementary Education 1-6 Primary Education K-3 ESOL Endorsement K-12 reading	13	2	2011-2012 A school 2010-2011 A school with AYP 2009-2010 C school no AYP 2003-2009- 2 B's 5-A's AYP 5 times

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	Through NEFEC and its foundation for Rural Education Excellence, Putnam County Schools will participate in teacher recruitment efforts designed to help districts "grow their own". Specifically, partnerships between high schools and local community colleges are being established to increase interests in teaching within the northeast Florida region through the establishment of educational academies in high schools that serve as college credit to students that enter the field of education. In addition, NEFEC and its Foundation are establishing a retention program that will increase mentoring and beginning, alternatively certified, and struggling teachers. Through NEFEC's newly created cadre, high performing teachers are receiving training in mentoring skills and being matched with teachers in need of a mentor. To further the district's efforts to retain highly qualified reading teachers, teachers are given a variety of opportunities to receive endorsement in reading. These opportunities are specifically outlined in the professional development section of this plan.	Human Resources	June 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
There was one teacher who received a less than effective rating 2011-2012. One teacher or 4% out of 25 teachers.	The teacher will create a growth plan to improve in the areas that were determined to be not highly effective. The administration will observe and evaluate the areas where the teacher needs improvement.

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
25	4.0%(1)	8.0%(2)	36.0%(9)	52.0%(13)	36.0%(9)	72.0%(18)	16.0%(4)	0.0%(0)	80.0%(20)

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
Lauretta Johnston	Casey Wilkinson	Guidance counselor attends many meetings with speech therapist.	District peer teacher checklist completed together Help in creating student schedules Assistance in participating in parent meetings. Introduction to Marzano evaluation system for observations

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

Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C- Migrant

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D

See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to

ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.
Coordination of these services is done in the following ways:
(1) Principal meetings are scheduled monthly;
(2) Periodic and scheduled validity assessments are completed during the year by the IT;
(3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
(4) Training meetings are held targeting goals and objectives set by each school.
(5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;
(6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X- Homeless

The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Supplemental Academic Instruction (SAI)

Our level 1 and 2 FCAT students may be eligible for supplemental education services

Violence Prevention Programs

Positive Behavior Support, Second Step, Getting Along Together, Passport To Peace

Nutrition Programs

Organwise Guys, Cafeteria lessons, Blue Cross Blue Shield Wellness Newsletter.

Housing Programs

Not available

Head Start

Not at this site

Adult Education

Not at this site

Career and Technical Education

Not at this site

Job Training

Not at this site

Other

Title VI: Flexibility and Accountabiity includes Part B. Rural Education Initiative. These programs are administered by the director of Professional Development.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-based RtI Leadership Team consists of: School administrators, CRT, guidance counselor, school psychologist, teachers of the particular students and other personnel as appropriate such as staffing specialists (for students with IEP's), behavior specialists, speech and language therapists, mental health counselors and SRO.

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 RtI Leadership Team will meet monthly to review individual student's intervention data.
In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to

implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and RtI tutors will be responsible to providing the intervention with fidelity and recording data. RtI coaches will monitor, coach, and assist with professional development and graphing data as needed. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based Solutions team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. The RtI team will coordinate with the ESE department, parents, and all stakeholders.

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 RtI Leadership Team will work with the School Improvement Team to make sure that the RtI process is thoroughly integrated into the plan.

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.

- SFA Members Center- online web-based data center for reading (which includes SRI and STAR)
- District assessment for Reading, Math & Science
- PMP via online DATA STAR system
- FAIR for Reading
- Skyward for tracking behavior patterns and trends
Putnam Writes via online DATA STAR system

Describe the plan to train staff on MTSS.

We will use PLC meetings and handouts to train the staff on RtI both academic and behavior as well as SFA training.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School-based RtI Leadership Team consists of: School administrator, CRT, guidance counselor, school psychologist, teachers of the particular students, and other personnel as appropriate such as staffing specialists (for students with (IEP's) behavior specialists, speech and language therapists and mental health counselors.

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

The RtI Leadership Team will meet monthly to review individual student's intervention data.
In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and RtI tutors will be responsible for providing the intervention with fidelity and recording data. RtI coaches/Curriculum Resource Teachers will monitor, coach, and assist with professional development and graphing data as needed. Skyward data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based Solutions team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. RtI is a regular education initiative. The RtI team will coordinate with the ESE department, parents, and all stakeholders.

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

The major initiatives of LLT this year will be to train teachers to become familiar with the common core standards, to encourage teachers to teach students to set, track, and accomplish their goals, to use district assessments to show mastery

of skills as well as various other assessments. We will pay close attention to what each students' needs are in order to place them in RTI if needed.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/14/2012)

*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.

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-Up in the Spring. This event is well-advertised and well attended. Additional information is sent through Child Find, so that parents of non-school age children can better prepare and any special needs can be identified and addressed prior to starting school. We also have Pre-K classes at each school. There is also outreach to the community to VPK providers via invitation to trainings and informational meetings at the district level. These initiatives are overseen by a District Pre-K Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K and Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

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 Reading 80% of 3rd, 4th, and 5th grade students will achieve level 3 or above .
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 3rd grade 72% students, 4th grade 81%, 5th grade 69% of students scoring a 3 or above.	80% of students will score a level 3 or higher on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level in Wings classes.	Intensive tutoring for 30 minutes daily RTI monitoring PLC meetings to focus on common core strategies Weekly grade level meetings	Administration and CRT Classroom teachers Instructional assistants	Ongoing progress monitoring and district assessments	FCAT Interim assessments SRI FAIR

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In reading 40% of our 3rd, 4th, and 5th graders will attain a level 4 or 5 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 48% of students in third grade scored 4's and 5's. In fourth grade 37% of students scored a 4 or 5. In fifth grade 38% of students scored a 4 or 5.	In 2013 we would like 40% of our 3rd, 4th and 5th graders to a level 4 or 5 on the FCAT.

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	Teacher ownership of student data	Quarterly data reviews Teacher/student data chats Weekly grade level team planning	Administration CRT Classroom teachers	Student data folders kept up to date Quarterly checks to determine percentage of students reading on grade level	FCAT Interim assessments SRI FAIR

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In reading 80% of students in 4th and 5th grade will show learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 the percentage of students making learning gains in reading was 76%.	This year we would like our expected level of performance to be 80% of students making learning gains in reading.

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	Ensuring that students in need of intervention and remediation receive help in a timely manner.	Intensive tutoring, RTI monitoring, and PLC meetings to collaborate on data driven lesson plans	Administration Reading Coach Guidance Counselor School Psychologist	Graphing RTI data	FCAT

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In reading 80% of students in the lowest 25% in, 4th, and 5th grade will make learning gains .
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 76% of the lowest 25% making learning gains in reading.	We would like 80% of our students in the lowest 25% to make learning gains in reading.

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	Increasing the level of instruction to meet the demands of the FCAT 2.0.	Intensive tutoring, RTI monitoring, and PLC meetings to collaborate on data driven lesson plans and walkthrough data	Administration CRT Guidance Counselor	Graphing RTI progress Quarterly data review	FCAT

		School Psychologist		

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	72% of our third, fourth and fifth grade students will make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of our white students made satisfactory progress in reading	72% of our white students will make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Students reading below grade level in their reading classes	Intensive tutoring for 30 minutes daily Rti monitoring PLC meetings for teachers to improve teaching strategies Weekly grade level meetings	Administration and CRT Classroom teachers Instructional Assistants	Ongoing progress monitoring and district assessments	FCAT Interim Assessments SRI FAIR

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2013 we will strive to improve the satisfactory reading percentage points of our SWD.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of students with disabilities did satisfactory on the 2012 FCAT test	45% of students with disabilites will perform in the satisfactory range on the 2013 FCAT test

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	Ensuring that students reading below grade level will get the help they need in a timely manner	Intensive tutoring for 30 minutes daily RTi monitoring PLC meetings to focus on common core strategies Weekly grade level meetings	Administration and CRT Classroom teachers Instructional assistants	Ongoing progress monitoring and district assessments	FCAT SRI Interim Assessments FAIR

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:	In reading we would like 70% of our economically disadvantaged students to achieve learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 67% of our economically disadvantaged students made satisfactory progress in reading.	In 2013 we would like 70% of our economically disadvantaged students to make satisfactory progress in reading.

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 in need of intervention and remediation receiving help in a timely manner	Intensive tutoring and RTI monitoring, and PLC meetings to collaborate on data driven lesson plans and walkthrough data	Administration and CRT	RTI graphing and district assessments	FCAT

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
TIF Training sessions content FCAT 2.0 and Common Core standards	K-5 reading	DDI team	All teachers from kindergarten through 5th grade are participating	See district calendar. Every grade level has multiple days	DDI team sends teacher completed work to the principal	DDI team Principal

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

	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				

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:	

2012 Current Percent of Students Proficient in reading:

	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				

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

End of CELLA Goals

CELLA Budget:

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:	In math 80% of our 3rd, 4th, and 5th grade students will make a level 3 or above on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 70% of 3rd grade students scored a level 3 or higher in math. In 4th grade 81% of students scored a level 3 or higher in math. In 5th grade 71% of students scored a 3 or higher in math.	In 2012 80% of 3rd, 4th, and 5th grade students will make a level 3 or above on the FCAT math test.

	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	Increasing the level of instruction to meet the demands of the FCAT 2.0	Power Teaching, RTI monitoring, and PLC meetings to collaborate on data driven lesson plans and walkthrough data	Administration	Grades and district assessments	FCAT District Interim 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:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In math 50 % of 3rd, 4th, and 5th grade students will achieve a level 4 or 5 on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In 2012 42% of 3rd graders scored a level 4 or 5 in math. In fourth grade 46% of students scored a level 4or 5 in math. In 5th grade 48% of students scored a 4 or 5 in math.	In 2013 we would like 50% of our 3rd, 4th, and 5th graders to score a level 4 or 5 on the FCAT.

	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	Increasing the level of instruction to meet the demands of the FCAT 2.0	Power Teaching, RTI monitoring, and PLC meetings to collaborate on data driven lesson plans and walkthrough data Teaching at the moderate to high complexity level a majority of the time	Administration	District assessments and grades	FCAT

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In math 80% of, 4th, and 5th grade students will make learning gains on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 75% of our, 4th, and 5th graders made learning gains in math.	In math 80% of 4th ,and 5th grade students will make learning gains on the FCAT.

	Problem-Solving Process to Increase Student Achievement			
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the level of instruction to meet the demands of the FCAT 2.0	Power Teaching, RTI monitoring, and PLC meetings to collaborate on data driven lesson plans and walkthrough data	Administration	District assessments and grades	FCAT

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

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

<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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In math 80% of the lowest 25% of 4th and 5th grade students will attain learning gains on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 75% of our students in the lowest 25% in 4th and 5th grade made learning gains.	In math 80% of the students in the lowest 25% of 4th and 5th grade students will attain learning gains on the FCAT math test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the level of instruction to meet the demands of the FCAT 2.0.	Power teaching, RTI monitoring,and PLC meetings to collaborate on data driven lesson plans and walkthrough data	Administration	District assessments and grades	FCAT

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

<div align="center">Elementary School Mathematics Goal #</div>

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In math 80% of 3rd, 4th ,and 5th grade students will attain a level 3 or above on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 the percentage was not available for white students in 3rd, 4th ,and 5th grade who made a level 3 or above on the FCAT math test.	In math 80% of 3rd, 4th ,and 5th grade students will attain a level 3 or above on the FCAT math test.

<center>Problem-Solving Process to Increase Student Achievement</center>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Ensuring that students in need of interventions and remediation receive help in a timely manner.	Daily standards based instruction Rti monitoring Remediation by classroom teachers	Administration and Solutions Team Teachers	District Interim Assessments Moby math charting Classroom data tracking	FCAT

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:

<center>Problem-Solving Process to Increase Student Achievement</center>

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By the end of the 2012-2013 school year the SWD not making satisfactory progress will be reduced by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% SWD making satisfactory progress	48% of SWD will make satisfactory progress

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	Ensuring that students in need of interventions and remediation will receive help in a timely manner.	Daily standards based instruction Rti monitoring Classroom remediation Moby math participation	Administration and Solutions Team Classroom teachers	District Interim assessments Moby Math Reports	FCAT

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:	In math 80% of economically disadvantaged students in grades 3, 4 ,and 5 will attain a level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 the math data for economically disadvantaged students in 3rd, 4th ,and 5th grade is 67% for students who scored a level 3 or above.	In math 80% of economically disadvantaged students in grades 3, 4,and 5 will attain a level 3 or above.

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	Increasing the level of instruction to meet the demands of the FCAT 2.0.	Power Teaching, RTI monitoring, and PLC meetings to collaborate on data driven lesson plans and walkthrough data	Administration	District assessment and grades	FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TIF Sessions for mathematics concentrating on the common core standards and FCAT 2.0	K-5 math	DDI Team	Kindergarten through fifth grade	See calendar of TIF sessions. Every grade level has several dates to attend	Teachers submit session work to the DDI team and the principal	DDI Team Principal

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In science 55% of 5th grade students will make a 3 or higher on the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 50% of 5th grade students made a 3 or higher in science	In science 55% of 5th graders will make a 3 or higher on the FCAT science test.
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

	Increasing the level of instruction to meet the demands of the FCAT 2.0	Cooperative Learning and hands on science experiments Use of Discovery Science curriculum materials	Administration	Grades District interim assessments	FCAT
1					

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

<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
<div align="center" colspan="5">No Data Submitted</div>				

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:	In science 15% of 5th grade students will score a 4 or 5 on the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 14% of 5th grade students received a 4 or 5 on the FCAT science test.	In science 15% of 5th grade students will score a level 4 or 5 on the science FCAT test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the level of instruction to meet the demands of the FCAT 2.0	Cooperative Learning and hands on experiments Use of Discovery Education curriculum materials Teachers attending district sponsored TIF sessions focused on deep understanding of standards	Administration	Grades District assessments	FCAT

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

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						

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In writing 90% of of the fourth grade students will make a three or higher on the FCAT Writes test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 81% of 4th grade students received a 3 or higher on the FCAT Writes test.	In writing 90% of 4th graders will make a level 3 or higher on the FCAT Writes test.

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	Increasing the level of instruction to meet the demands of the FCAT 2.0.	Use of PDA skills Use anchor papers as a reference Focus on spelling, capitalization, punctuation, and sentence structure	Administration Classroom teachers	Putnam Writes	FCAT Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	During the 2012-2013 school year our attendance goal is to achieve 98% daily attendance average.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012 the average attendance rate for Melrose	During the 2012-2013 school year our attendance goal is

Elementary was 97.5%.	to achieve 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012 126 students had 10 or more excessive absences.	During the 2012- 2013 school year our expected number of students with excessive absences will be reduced by 10 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012 26 students had 10 or more excessive tardies.	During the 2012-2013 school year our expected number of excessive tardies will be reduced by 3 students.

	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	Flu, Chicken Pox or other outbreaks of communicable diseases	Washing hands and Using hand sanitizer to remain germ free Use Alert Now to inform parents of procedures to follow when students are absent. Solutions team meetings Student incentive program	Data Clerk and guidance counselor	End of the year attendance rate	Skyward Data

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:	In 2012-2013 our goal is to have fewer than 10 suspensions.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 there were no in-school suspensions.	In 2013 there will be no in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 there were 0 students suspended in school.	In 2013 there will be no students suspended in school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 there were 8 suspensions from school.	In 2013 we hope to keep the number of out of school suspensions to 10 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012 there were 8 students suspended from school.	In 2013 we hope to keep the number of out of school suspensions to 10 or less.

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	Unforeseen student behavior	PBS, Getting Along Together and Passport To Peace curriculum	Administration and guidance	Skyward data tracking	School Behavior Plan

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement will be increased through many non-threatening events in which parents can participate.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
A review of parent surveys and parent attendance at school events indicate that improvements can be made	

to our parent involvement activities. We are planning several smaller events that target specific grades and student needs. Our Solutions parent involvement team is creating a parent data base that will aid in better communication between the school and parents.

During the 2013 school year it is expected that parent participation will be tracked by sign in sheets for each event.

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	Making parents aware of upcoming events	Monthly Newsletter and flyers sent home close to event time Parent involvement team meets quarterly to plan and discuss events.	Administration and CRT	Track the number of participants through use of sign-in sheets.	Sign in sheets

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

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

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

Parent Involvement Budget:

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

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:	
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						

STEM Budget:

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

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of STEM Goal(s)

Additional Goal(s)

Technology Goal:

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. Technology Goal Technology Goal #1:	Teachers will use the two mobile computer labs regularly to enhance instruction.
2012 Current level:	2013 Expected level:
Fifth grade uses the labs regularly	First through fifth grade will make use of the mobile labs for educational purposes. Our goal is to have 80% of our students scoring at 3 or above in all subject areas of the FCAT.

	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	Relocating the cart to different classrooms and keeping the lap tops charged	Making lesson plans which include the use of technology	Media Specialist	Student products created from using technology	Principal observations FCAT

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 Technology Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃞ Priority	⃞ Focus	⃞ Prevent	⃞ NA

Are you a reward school: ⃞ Yes ⃞ No

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

No Attachment (Uploaded on 8/31/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Meeting Dates 2012-2013
September 18
December 4

February 12
May 14
Each meeting the minutes from the meeting before will be read aloud. The council will receive a report from the principal about the current progress of the school. Members will have a chance to voice questions or concerns about the school. Current school events will be discussed.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Putnam School District
MELROSE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	96%	47%	316	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	82%	75%			157	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?	83% (YES)	70% (YES)			153	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					626	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Putnam School District
MELROSE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	74%	87%	47%	281	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	56%	51%			107	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?	37% (NO)	47% (NO)			84	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					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested