FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WILLIAM H. LEHMAN ELEMENTARY SCHOOL

District Name: Dade

Principal: Maria Cecilia Cruz

SAC Chair: Chuck Puett

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/17/2012

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	Ms. Maria Cecilia Cruz	Administrative Supervision, Early Childhood Education, Elementary Education, School Principal	15	24	'12 '11 '10 '09 '08 School Grade I A A A A AYP/AMO N N Y Y Y High Standards Rdg. 77 82 91 86 84 High Standards Math 74 81 88 86 84 Lrng Gains-Rdg. I 79 75 76 67 Lrng Gains-Math I 78 75 67 69 Gains-Rdg- 25% I 82 75 72 56 Gains-Math-25% I 76 67 64 56
Assis Principal	Ms. Arleen Tamargo	MG English, Educational Leadership	3	5	'12 '11 '10 '09 '08 School Grade I A A A A AYP/AMO N N Y N N High Standards Rdg. 77 82 91 77 74 High Standards Math 74 81 88 76 76 Lrng Gains-Rdg. I 79 75 69 67 Lrng Gains-Math I 78 75 69 76 Gains-Rdg-25% I 82 75 71 70 Gains-Math-25% I 76 67 61 71

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)
Reading Coach	N/A				

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	On-going	
2	2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	3. Soliciting referrals from current employees	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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
47	0.0%(0)	6.4%(3)	34.0%(16)	59.6%(28)	46.8%(22)	87.2%(41)	4.3%(2)	17.0%(8)	76.6%(36)

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
Sophia Duplessis	Available as needed	Mrs. Duplessis is the grade-level chairperson and is a former Teacher-of-	Monthly subject level meetings along with additional support and guidance as needed and/or requested.

	the-Year.		
Gilda Raton	(Available as needed should a first-year teacher be added during the school year)	Mrs. Raton is a former teacher of the year and is our reading leader..	Monthly subject level meetings along with additional support and guidance as needed and/or requested.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

William Lehman Elementary School (WLES) is following the district guidelines for the formation of an MTSS Leadership Team. WLES is working to learn as much as possible about the role of the MTSS Leadership Team.

Principal and Assistant Principal: Our administration provides a shared vision for the use of data-based decision-making, promotes our school philosophy of "high-tech, soft-touch", ensures that the school-based team is implementing MTSS, ensures and monitors the safety and well-being of all students, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Grade-level Chairpersons, Primary and Intermediate): Provide information about core instruction to team, lead regularly-scheduled team planning sessions, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SWD) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as short-/long- term planning, consultation, and support facilitation.

School Psychologist:
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist (shared):
Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers, staff, and parents regarding data management and display.

Speech Language Pathologist
Educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

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

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students? The team meets once a month to engage in the following activities:
• Review universal screening data (Edusoft, CELLA) and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

• The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
• The team will work towards improving behavior and social skills: Utilizing SCAMS, Behavior Intervention Plan (BIP), Functional Assessment of Behavior (FAB), and COGNOS (Attendance).

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and Principal to help

develop the SIP. The team provides data on: Tier 1 and 2 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor and Relevance Relationship); and aligns processes and procedures for targeting and guiding school resources.

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

• Baseline data: FAIR Reports from Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring Interim Assessments (Edusoft Reports): PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation Mid-year: Florida Assessments for Instruction in Reading (FAIR), Early Reading Diagnostic Assessment (ERDA), Florida Readiness Kindergarten Screener (FLKRS, Kindergarten Reading Assessment), SCAMS, Behavior Intervention Plan (BIP), Functional Assessment of Behavior (FAB), and COGNOS (Attendance).

End of year: FAIR, AIMS web, FCAT
Frequency of Data Days: Once a month for data analysis
Frequency of Data Days: Once a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two training sessions entitled: "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/MTSS" and "MTSS: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating
Interventions" will take place in mid-August and in October.
• Use assessments documented in data systems (include Interims, FAIR)
• Data should drive instruction
• Review your technology needs
• PD should be reflected in the Action Plan of the Goal areas
The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

• Include regularly scheduled meetings in our school's weekly bulletins
• Continue to monitor student achievement through school based testing and district interim assessments
• Communicate with neighboring schools regarding MTSS implementation strategies

Literacy Leadership Team (LLT)

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

Maria Cecilia Cruz-Principal, Arleen Tamargo- Assistant Principal, Gilda Raton-Reading Leader, Myrna Alvarez-K-1st Reading Chair, Sharon Goldstein-2nd-3rd Reading Chair, Cathy Villa-4th-5th Reading Chair, Ileana Goberna-ELL Chair, Misty Jackson-K-1st Math/Content Areas Chair, Sophia Duplessis-2nd -3rd Math/Content Areas Chair, Francis Alonso 4th-5th Math/Content Areas Grade Level Chair, Annette Bosch-Gifted Chair.

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

The LLT meets on a monthly basis to discuss school data and makes recommendations as needed. Team focuses on pacing guides provided by the district and makes adjustments as needed. The team will also discuss vertical articulation. The team will also discuss the lowest 25% in every grade level and come up with intervention strategies. This is in alignment with the CRRP.

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

Identify our weakest benchmarks through ongoing data analysis and incorporate differentiated instruction in conjunction with the district instructional focus calendars in order to close the achievement gap of our lower performing students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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.

N/A

*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?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1a: The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 23 percent of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 24 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (82)	24% (84)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2011-2012 FCAT 2.0 Reading Test was Literary Analysis: Fiction/Non-fiction The students may lack the necessary analytical tools to be successful readers.	1a.1. During Pre-reading activities, students will utilize concept maps and/or word walls to help build their knowledge of word meanings and relationships. Students will receive guided instruction on analyzing passages and text through examination of author's purpose. Additionally, Language Arts/Reading teachers team planning will focus instruction and share best practices.	1a.1. MTSS Leadership Team LTT Leadership Team	1a.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed)	1a.1. Summative: 2013 FCAT 2.0 Reading Assessment Formative: Weekly Reading Series Exams, 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 reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 33 percent of students achieved performance levels 4, 5, and 6 on the Florida Alternate Assessment exam in reading proficiency. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student proficiency by 1 percentage point to 34 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	(34%) 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The students lack the necessary vocabulary to be successful readers. The students need more opportunities for guided reading through modeling and other methods.	1b.1. Students will be provided opportunities for read-aloud, auditory tapes, and text readers that provide print with visuals and symbols.	MTSS Leadership Team, Administrative walk-throughs	Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed)	Summative: 2013 Florida Alternate Assessment Formative: Weekly Reading Series Exams, 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 54 percent of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain or increase level 4 and 5 student proficiency by scoring 54 percent or more on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (190)	54% (190)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. One area we hope to improve in as noted on the 2011-2012 Interim Assessment s and the administration of the FCAT 2.0 Reading Test is Reading Application. These higher-performing students sometimes lack the ability to utilize critical thinking strategies needed to interpret and organize information from the text to determine reading comprehension, including author's purpose.	2a.1 Provide a variety of reading passages for enrichment including, but not limited to, Time for Kids Magazine, Scholastic News, Music Literature and Lyrics, etc.	2a.1. Administration	2a.1. Ongoing classroom assessments/teacher observations Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	2a.1. Formative: Monthly Assessments Interim Assessments Summative: 2013 FCAT 2.0 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 33 percent of students achieved performance levels 7, 8, and 9 on the Florida Alternate Assessment exam in reading proficiency. Our goal for the 2012-2013 school year is to increase levels 7 and above student proficiency by 1 percentage point to 34 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (3)		34% (3)

<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>2b.
The area of deficiency as noted on the 2011-2012 Florida Alternate Assessment was Reading Application.

The students lack experience with a variety of reading genres.</td>
<td>2b.
The students need extra reading materials including fiction, non-fiction and informational text so that they can identify the differences.</td>
<td>2b.
MTSS Leadership Team, Administrative walk-through

LLT</td>
<td>2b.
Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships.
(Adjustment of instruction as needed)

Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.</td>
<td>Summative:
2b.
2013 Florida Alternate Assessment

Formative: Weekly Reading Series Exams, Interim Assessments</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that xx percent of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of students achieving learning gains by 5 percentage points to xx.
2012 Current Level of Performance:	2013 Expected Level of Performance:
xx% (xxx)	xx% (xxx)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>3a.1.

As noted on the 2011-2012 Interim Assessments and administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was xx.

Limited time for students to utilize technology has hindered progress.

Increased time utilizing technology will help increase student vocabulary and reading comprehension.</td>
<td>3a.1.

Update computer lab schedules in order to optimize usage of computers to increase the implementation of Accelerated Reader, SuccessMaker, Reading Plus, FCAT Explorer-Florida Achieves, Tumble Books, BrainPOP, and Ticket to Read.</td>
<td>3a.1.

MTSS Leadership Team</td>
<td>3a.1

MTSS team and classroom teachers will review data reports to ensure students are making adequate progress.

Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.</td>
<td>3a.1.

Formative:
Data Reports Interim Reports

Summative:
2013 FCAT 2.0 Assessment Results</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:			The results of the 2011-2012 Florida Alternate Assessment indicate that XX percent of students made learning gains on the Florida Alternate Assessment exam in reading proficiency. Our goal for the 2012-2013 school year is to increase % of students making learning gains by 1 percentage point to XX percent.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
xx% (xx)			xx% (xx)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. There is a need to generate a greater interest in student's awareness of the benefits of reading.	3b.1 To improve reading comprehension, reading selections should be taught at a level that is not frustrating to the students (high-interest readability).	3b.1. MTSS Leadership Team, Administrative walk-throughs	3b.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed) Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	3b.1. Summative: 2013 Florida Alternate Assessment Formative: Weekly Reading Series Exams, 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:					
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:			The results of the 2011-2012 FCAT2.0 Reading Test indicate that xx of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to xx		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
xx% (xx)			xx% (xx)		
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
	4a.1. As noted on the 2011-2012 Interim Assessments and	4a.1. Implement tutoring before, during, and/or after school utilizing	4a.1. MTSS Leadership Team	4a.1. Review appropriate data reports/assessments to ensure progress is being	4a.1 Summative: 2013 FCAT 2.0 Assessment

				made and adjust intervention as needed	Formative: Pre and Post Testing
1	administration of the FCAT Reading Test, the number of students in the lowest 25% making learning gains was XX%. Students in the lowest 25% often struggle with reading comprehension.	appropriate supplemental materials.		Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	Interim Assessments

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. 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
	76	78	81	83	85	

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 results of the 2011-2012 FCAT 2.0 Reading Test indicate that our white and black subgroups by ethnicity did not achieve satisfactory AMO percentages. Our goal for the 2012-2013 school year is to increase proficiency levels of white and black students on a percentage basis by three and six percentage points respectively on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5B.1. White: 82% Black: 63%	5B.1. White: 85% Black: 69%

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	One area of deficiency as noted on the 2011-2012 Interim Testing and the administration of the 2012 FCAT 2.0 Reading Test was Reading Application. These ethnic subgroups need reinforcement in the critical thinking strategies needed to interpret and organize information from the text to determine Reading Application and Author's Purpose.	5B.1. Provide a variety of reading passages for enrichment including, but not limited to, Time for Kids Magazine, Scholastic News, Music Literature and Lyrics, etc. Technologies such as Success Maker and Accelerated Reader will also give students extra practice in Reading Application.	5B.1. MTSS Leadership Team, Administrative walk-throughs	5B.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed) Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	5B.1. Summative: 2013 Florida Alternate Assessment Formative: Weekly Reading Series Exams, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		(We met AMO for ELL students)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
75% (41)		77% (42)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. N/A	5C.1.	5C.1.	5C.1.	5C.1.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		5D.1. The results of the 2011-2012 FCAT2.0 Math Test indicate that 40% of SWD students scored at levels 3 and above. Our goal for the 2012-2013 school year is to increase SWD proficiency by 10 percentage points to 50%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (14)		50% (18)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. SWD students often lack experience using meaningful vocabulary in spoken and written English. SWD students may also have limited experience with a variety of texts including non-fiction passages and books.	5D.1. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Additional interventions using technologies such as Success Maker and Accelerated Reader can enhance reading interest levels.	5D.1. MTSS Leadership Team	5D.1. MTSS team and classroom teachers will review data reports to ensure students are making adequate progress. Regular assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation.	5D.1. Summative: 2013 Florida Alternate Assessment Formative: Weekly Reading Series Exams, 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	(We met AMO for ED Students)

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	72% (134)			74% (138)	
	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. N/A	5D.1.	5D.1.	5D.1.	5D.1.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading/ Language Arts Team Planning and strategies for Differentiated Instruction	K -1, 2-3, 4-5	Reading Grade Level Chairs	K – 5 Reading Teachers, ELL and SPED Teachers	Monthly August 29th, 2012 September 19th, 2012 October 17th, 2012 November 14th, 2012 December 12th, 2012 January 23rd, 2013 February 13th, 2013 March 13th, 2013 April 24th, 2013 May 15th, 2013	Lesson Plans, Data Analysis, Review FAIR Assessments	Administrator

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
Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
			Subtotal: $650.00
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: $650.00

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:	The results of the 2011-2012 CELLA testing indicate that 49 percent of students achieved proficiency levels in Listening/Speaking. Our goal for the 2012-2013 school year is to increase student listening/speaking proficiency levels on the 2013 CELLA exam.
2012 Current Percent of Students Proficient in listening/speaking:	
49% (90)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack experience using meaningful vocabulary in spoken English. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.	1.1. Provide students with ample teacher and peer modeling while utilizing retelling and reacting to illustrations and diagrams in the classroom and lessons. Picture Walks, Predictions, and K-W-L's can help students build their listening/speaking skills.	1.1. MTSS Leadership Team	1.1. MTSS team and classroom teachers will review data reports to ensure students are making adequate progress. Regular assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation.	1.1. Summative: 2013 CELLA Listening/Speaking test Formative: Weekly Reading Series Exams, Classroom Teacher made tests, Interim Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA testing indicate that 38 percent of students achieved proficiency levels in Reading. Our goal for the 2012-2013 school year is to increase student reading proficiency levels on the 2013 CELLA exam.
2012 Current Percent of Students Proficient in reading:	
38% (69)	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	2.1. Students lack experience due to varying ESOL levels which results in a wide range of abilities.	2.1. The teachers will utilize K-W-L (Know, Wants to Know, Learned), to provide structure for guiding instruction.	2.1. MTSS Leadership Team, Administrative walk-throughs	2.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed)	2.1. Summative: 2013 CELLA Assessment Formative: Weekly Reading Series Exams, Interim Assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA testing indicate that 40 percent of students achieved proficiency levels in Writing. Our goal for the 2012-2013 school year is to increase student writing proficiency levels on the 2013 CELLA exam.
2012 Current Percent of Students Proficient in writing:	
40% (74)	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	3.1. Students with different language proficiency have difficulty with creating structure and consistency in their writing.	3.1. The teacher will utilize graphic organizers to help plan and organize student writing.	3.1. MTSS Leadership Team, Administrative walk-throughs	3.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed)	3.1. Summative: 2013 CELLA Assessment Formative: Weekly Reading Series Exams, Interim Assessments

CELLA 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 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:	#1a: The results of the 2011-2012 FCAT Mathematics Test indicate that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage point to 29.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (94)	29% (102)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. An area of difficulty noted on the 2011-2012 Interim Assessments and the FCAT 2.0 administration was Number: Base Ten and Fractions. The students lack the necessary knowledge to master place value and the basic facts. Emphasis will be providing a strong base in base ten numbers and place value to our 3rd graders.	1a.1. Using Next Generation Standards we will place more emphasis on place value and arithmetic skills, in helping students comprehend reading numbers and problem solving. Additionally, Mathematics teachers team planning will guide and focus instruction and share best practices.	1a.1. MTSS Team	1a.1. Grade-level team data analysis. Classroom teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	1a.1. Formative: Unit testing, teacher made tests (spiraled), Interim Assessments, Pre-/Post Harcourt Tests ,Mini-BATS, Summative: 2013 FCAT 2.0 Math Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 22 percent of students achieved performance levels 4, 5, and 6 on the Florida Alternate Assessment exam in mathematics proficiency. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student proficiency by 1 percentage point to 23 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	23% (2)

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	1b.1. Many students lack the necessary math fact fluency to be successful in math operations. The students need more opportunities for practicing basic facts and tools for measurement.	1b.1. The students will be offered repetition for the learning and retention of math facts, facts fluency, and tools for measurement.	1b.1. MTSS Leadership Team, Administrative walk-through	1b.1. Ongoing classroom assessments focusing on students' knowledge of basic facts and measurement tools (Adjustment of instruction as needed).	1b.1. Summative: 2013 Florida Alternate Assessment Formative: Mathematics Assessments, 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:	
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 indicate that 47% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain or increase level 4 and 5 student proficiency by scoring at 48% or above on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (166)	48% (168)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of difficulty noted on the Interim Assessments and the 2012 FCAT 2.0 administration was Measurement. The students lack the ability to consistently convert different measurements in standard and metric units.	2a.1. Students will be given enrichment opportunities to develop concrete to abstract skills through the use of hands-on activities and technologies including BrainPOP, SuccessMaker, and FCAT Explorer/Focus	2a.1. Administration	2a.1. Teacher Observation Team Planning Reflections Classroom Teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	2a.1. Formative: Unit testing, teacher made tests, Interim Assessments Summative: 2013 FCAT 2.0 Math Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 33 percent of students achieved performance levels 7, 8, and 9 on the Florida Alternate Assessment exam in reading proficiency. Our goal for the 2012-2013 school year is to increase levels 7, 8, and 9 student proficiency by 1 percentage point to 34 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	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	2b.1. The students have difficulty with problem solving and selecting the correct operation to solve the problem, especially in measurement problems.	2b.1. The teachers will use guided instruction to engage students in real life math problems. Additionally, extra support through the use of measurement tools will be provided.	2a.1. Administration	2a.1. Teacher Observation Team Planning Reflections Regular assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation.	2a.1. Formative: Unit testing, teacher made tests, Interim Assessments Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that XX% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of students achieving learning gains by 5 percentage points to XX%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
XX% (XXX)	XX% (XXX)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. As noted on the Interim Assessments and the 2012 FCAT 2.0 Mathematics Administration students making learning gains was xx%. Students will benefit from extra time in small groups receiving differentiated instruction. Additionally, students may be unaware of their performance levels on both standardized tests and class academic achievement.	3a.1. Small group learning and differentiated instruction will be utilized in math classrooms. In addition, classroom teachers will begin implementation of Student Achievement Chats to communicate with students and relay expectations and ways to improve. "Data days" will be held quarterly.	3a.1. MTSS Team	3a.1. Regular reviews of assessment data reports and academic achievement. Adjustments will be made as needed. Classroom teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	3a.1. Summative: 2013 FCAT Math Test Formative: Baseline and Interim Testing

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicate that XX percent of students made learning gains on the Florida Alternate Assessment exam in math proficiency. Our goal for the 2012-2013 school year is to increase % of students making learning gains by 1 percentage point to XX percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
XX% (XX)	XX% (XX)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	3b.1. Students will benefit from extra time in small groups receiving differentiated instruction. Additionally, students may be unaware of their performance levels on both standardized tests and class academic achievement.	3b.1. Small group learning and differentiated instruction will be utilized in math classrooms. In addition, classroom teachers will begin implementation of Student Achievement Chats to communicate with students and relay expectations and ways to improve. "Data days" will be held quarterly.	3b.1. MTSS Team	3b.1. Regular reviews of assessment data reports and academic achievement. Adjustments will be made as needed.	3b.1. Summative: 2013 Florida Alternate Assessment Formative: Baseline and Interim Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that XX% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to XX%
2012 Current Level of Performance:	2013 Expected Level of Performance:
XX% (XX)	XX% (XX)

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
---	---	---	---	---	---
	4a.1. Based on Administrative Observations and Grade Level Chairpersons input; the majority of daily instruction was delivered whole group.	4a.1. Identify lowest performing students in grades 3-5 based on instructional needs. In addition, provide more individualized small group instruction as well as	4a.1. MTSS Team	4a.1. Review formative assessment data to ensure progress is being made and adjust intervention as needed. Classroom teachers:	4a.1. Formative: Baseline & Interim Assessments Summative: 2013 FCAT 2.0 Math

1	Students in the lowest 25% are in need of extra attention and skills in the area of Number: Base Ten and Fractions.	utilizing differentiated instruction.		Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	Test

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 #
	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
	76	78	81	83	85	

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 Math Test indicate that the White, Black, and Asian AMO subgroups did not meet their AMO target percentage goals. Our goal for the 2012-2013 school year is to increase the percentage of these ethnic subgroups by the following percentages: White: from 74% in 2012 to 88% in 2013; Black: from 47% in 2012 to 73% in 2013; Asian: from 76% in 2012 to 83% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74% Black: 47% Asian: 76%	White: 88% Black: 73% Asian: 83%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5b.1. Students across varied ethnic groups often have difficulty with problem solving and multi-step operations.	5b.1. The teachers will utilize differentiated instruction to engage students in real life math problems. Additionally, extra support through the use of technologies including Success Maker and Brain POP will be provided.	5b.1. MTSS Team	5b.1. Grade-level team data analysis. Classroom teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	5b.1. Formative: Unit testing, teacher made tests (spiraled), Interim Assessments, Pre-/Post Harcourt Tests ,Mini-BATS, SuccessMaker Results Summative: 2013 FCAT 2.0 Math 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	ELL Subgroup: The results of the 2011-2012 FCAT 2.0 Math Test indicate that 68% of ELL students scored at levels 3 and above.

	Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase ELL proficiency by 4 percentage points to 72%
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	68% (37)	72% (40)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. As noted on the 2011-2012 Interim Assessments and administration of the FCAT Math Test, the number of ELL students scoring at levels three and above was 68 percent. The ELL subgroup is often lacking in vocabulary and reading comprehension skills needed for problem solving and application. This can affect comprehension in the area of Geometry and Measurement. The ELL AMO subgroup is in need of remediation and intervention. Some students were unable to attend tutoring before and/or after school.	5C.1. Students will be given opportunities to develop concrete to abstract skills through the use of hands-on activities using a variety of measurement tools. Additionally, increasing student achievement in Geometry can be enhanced by focusing on math vocabulary gained through active Word Walls and student generated Flashcards/vocabulary words in math.	5C.1. MTSS Team	5C.1. Review formative assessment data to ensure progress is being made and adjust intervention as needed. Classroom teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.	5C.1. Summative: 2013 FCAT 2.0 Mathematics Assessment Formative: Pre and Post Testing 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD Subgroup: The results of the 2011-2012 FCAT2.0 Math Test indicate that 40% of ELL students scored at levels 3 and above. Our goal for the 2012-2013 school year is to increase SWD proficiency by 18 percentage points to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (14)	58% (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
	5D.1. As noted on the 2011-	5D.1. Students will be given	5D.1. MTSS Team	5D.1. Review formative	5D.1. Summative: 2013

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2012 Interim Assessments and administration of the FCAT Math Test, the number of SWD students scoring at levels three and above was 40 percent. The SWD subgroup is often lacking in vocabulary and reading comprehension skills needed for problem solving and application. This can affect comprehension in the area of Fractions and Base Ten. The SWD AMO subgroup is in need of extra remediation and intervention. Some students were unable to attend tutoring before and/or after school.	opportunities to develop concrete to abstract skills through the use of hands-on activities using a variety of measurement tools. Additionally, increasing student achievement in Fractions and Base Ten can be enhanced by continuing to integrate mathematics technologies including Success Maker and Brain POP to reinforce learning and stimulate student interest.		assessment data to ensure progress is being made and adjust intervention as needed. Classroom teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students and/or remediation on a skill-by-skill basis.	FCAT 2.0 Mathematics Assessment or 2013 Florida Alternate Assessment Formative: Pre and Post Testing 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	ED Subgroup: The results of the 2011-2012 FCAT 2.0 Math Test indicate that 65% of ED students scored at levels 3 and above. Our goal for the 2012-2013 school year is to increase ED proficiency by 5 percentage points to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (121)	70% (130)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the 2010-2011 Interim Assessments and administration of the FCAT Math Test, the number of ED students scoring at levels three and above was 65 percent. Students in the ED subgroup are in special need of appropriate and timely placement in interventions and remediation, especially in the area of Geometry and Measurement. Real-world application problems often present	5D.1. Through small group mathematics instruction and Differentiated Instruction, ED students will be provided extra attention and remediation. Additionally, implement tutoring before, during, or after school utilizing appropriate supplemental materials.	5D.1. MTSS Team	5D.1. Review formative assessment data to ensure progress is being made and adjust intervention as needed.	5D.1. Summative: 2013 FCAT 2.0 Assessment Formative: Pre and Post Testing Interim Assessments

challenges for the ED subgroup as well.				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction during the Mathematics Instructional Block	K -1, 2-3, 4-5	Math Grade Level Chairs	K – 5 Math Teachers, SWD Teachers	Monthly August 16th, 2012 September 19th, 2012 October 17th, 2012 November 14th, 2012 December 12th, 2012 January 23rd, 2013 February 13th, 2013 March 13th, 2013 April 24th, 2013 May 15th, 2013	Lesson Plans, Data Analysis, Review Assessments	Administrator

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
Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
			Subtotal: $650.00
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: $650.00

Elementary and Middle School Science Goals

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

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

	1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT 2.0 Science Test indicate that 32% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is 35% achieving proficiency.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	32% (41)	35% (45)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the results of the 2012 Science FCAT, the area of deficiency is scientific thinking. Students failed to receive enough skills practice with the scientific method.	1a.1. Provide students with opportunities to utilize scientific vocabulary and concepts during hands-on lab activities and discussions to reinforce comprehension and implement the scientific method. Additionally, Science teachers team planning will focus instruction and share best practices	1a.1. MTSS Team	1a.1. Teams will review the results of assessment data to monitor student progress. Classroom teachers: Weekly assessments will monitor student growth and areas of need. Differentiated Instruction will be provided for students in need of assistance and/or remediation.	1a.1. Summative: 2013 FCAT Science Test Formative: Lab reports, Science series tests, weekly assessments, 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 science. Science Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 50 percent of students achieved performance levels 4, 5, and 6 on the Florida Alternate Assessment exam in science proficiency. Our goal for the 2012-2013 school year is to increase levels 4, 5 and 6 student proficiency by 1 percentage point to 51percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The students lack sufficient experience with key scientific terminology and knowledge.	1b.1. The teacher will provide objects/pictures for exploration and identification of key scientific concepts.	1b.1. MTSS Leadership Team, Administrative walk-throughs	1b.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships. (Adjustment of instruction as needed)	1b.1. Summative: 2013 Florida Alternate Assessment Formative: Weekly Reading Series Exams, 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT 2.0 Science Test indicate that 23% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is 25% achieving above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (30)	25% (32)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. According to the results of the 2012 Science FCAT, many students did not have the opportunity to utilize technology to enhance and increase understanding and achievement of science concepts, especially in the area of Earth and Space Science.	2a.1. Provide students with opportunities to utilize technology through Gizmos Science Software, Brain POP, and other web-based science enrichment.	2a.1. Administration	2a.1. MTSS team and classroom teachers will review data reports to ensure students are making adequate progress. Differentiated Instruction will be provided to students in special need of assistance and /or remediation.	2a.1. Formative: School Site Assessments/Reports Summative: 2013 FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 50 percent of students achieved performance levels 7 or above on the Florida Alternate Assessment exam in science proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at or above level 7 by 1 percentage point to 51 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	51% (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
	2B.1. Many students did not have the opportunity	2B.1. Provide students with opportunities to utilize	2B.1. Administration	2B.1. MTSS team and classroom teachers will review data	2B.1. Formative: School Site Assessments/Reports

1	to utilize technology to enhance and increase understanding and achievement of science concepts	technology through Gizmos Science Software, FCAT Explorer, Brain POP, and other web-based science enrichment.		reports to ensure students are making adequate progress.	Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher Training, Technology (Gizmos), Hands-On Lab Training	K -1, 2-3, 4-5	Science Grade Level Chairs	K – 5 Science Teachers, ELL and SWD Teachers	Monthly August 16th, 2012 September 19th, 2012 October 17th, 2012 November 14th, 2012 December 12th, 2012 January 23rd, 2013 February 13th, 2013 March 13th, 2013 April 24th, 2013 May 15th, 2013	Lesson Planning, Data Analysis, Share Best Practices, Review Assessments	Administrator

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
Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
			Subtotal: $650.00
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: $650.00

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:	Our goal for the 2012-2013 school year is to increase or maintain the percentage of students achieving proficiency at 94% or more in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (92)	94% (93)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. According to the 2012 administration of the FCAT Writing Test, the area of deficiency was Support and Organization. Students lack the necessary skills needed to incorporate real life experiences into their writing and have difficulty organizing their thoughts.	1a.1. During writing instruction, students will use a planner to write a draft with a logical sequence of events (beginning, middle, and ending) utilizing creative transitional devices and supporting details (real life examples, figurative language, precise word choice, etc.) to develop elaboration & organization. Additionally, Writing/Language Arts teachers team planning will focus instruction and share best practices.	1a.1. MTSS Team,	1a.1. Administer and score students' monthly writing prompts to monitor students' progress and adjust organization as needed.	1a.1. Formative: Students' scores on monthly writing assessments, Baseline and Mid-year writing prompts Summative: 2013 FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 53 percent of students achieved performance levels 4 or higher on the Florida Alternate Assessment exam in writing proficiency. Our goal for the 2012-2013 school year is to increase level 4 or higher student proficiency by 5 percentage point to 58 percent or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (52)	58% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students lack the necessary skills needed to incorporate real life experiences into their writing and have difficulty organizing their thoughts.	1b.1. During writing instruction, students will use a graphic organizer to write a draft with a logical sequence of events (beginning, middle, and ending) utilizing creative transitional devices and supporting details (real life examples, figurative language, precise word choice, etc.) to develop elaboration & organization.	1b.1. MTSS Team	1b.1. Administer and score students' monthly writing prompts to monitor students' progress and adjust organization as needed.	1b1. Formative: Students' scores on monthly writing assessments, Baseline and Mid-year writing prompts Summative: 2013 Florida Alternate Assessment Writing 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
Strategies for enhancing student elaboration and organization techniques	K -1, 2-3, 4-5	Reading Grade Level Chairs	K – 5 Language Arts Teachers, ELL and SWD Teachers	Monthly August 16th, 2012 September 19th, 2012 October 17th, 2012 November 14th, 2012 December 12th, 2012 January 23rd, 2013 February 13th, 2013 March 13th, 2013 April 24th, 2013 May 15th, 2013	Lesson Plans, Data Analysis, Review Pre- & Post-Writing Assessments	Administrator

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
Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
			Subtotal: $650.00
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: $650.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the year is to increase attendance 0.5% by minimizing absences due to illnesses and unexcused absences, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences(10 or more), and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.09% (684)	97.09% (684)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
119	113
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
161	153

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Maintaining high attendance levels from year to year is difficult with an ever-changing student population. 2011-2012: 97.09% 2010-2011: 96.77% 2009-2010: 96.64% 2008-2009: 97.04%	1.1. Stress and communicate the importance of daily school attendance through formal letters sent home on a quarterly basis and/or on the Interim Progress report. Rewards and recognition for classrooms and	1.1. Administration, Counselor, Attendance Committee	1.1. Monitoring of student attendance data through COGNOS and school attendance reports.	1.1. Attendance Rosters

		students with positive attendance and/or improvement.				

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
An intervention program will be developed during the PD to address attendance issues, and assistant principal will monitor this program. Attendance Committee Meetings	K-5	Administrator/ Counselor	Administration, Counselor, & Attendance Committee Members	Quarterly Committee Meetings	Attendance Committee Meeting Minutes	Administration & Counselor

Attendance 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 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 the 2012-2013 school year is to maintain the total number of suspensions.
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
0		0
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School
0		0
	Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor suspensions remained at 0 from 2010 - 2011 to 2011 – 2012. The total number of outdoor suspensions remained the same from 0 in 2010-2011 to 0 in 2011-2012. Students may be unaware of the Student Code of Conduct Guidelines and the consequences associated with infractions.	1.1. Reinforce student awareness of the Student Code of Conduct through regular skits on our school's televised morning announcements	1.1. Administration, Guidance Counselor & Media Specialist	1.1. Monitor Spot Success report by grade level and monitor COGNOS report on student indoor and outdoor suspension rate.	1.1. Courteous Me Program 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
Student Code of Conduct	K-5	School wide	Instructional Staff, Guidance Committee	Quarterly Committee Meetings	Utilize classroom walk throughs to monitor teachers' enforcement of the student code of conduct	Administration

Suspension 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 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.*	During the 2011-2012 school year, Parent Academies were attended by an average of 44 parents. During the 2012 - 2013 school year our goal is to increase the percentage of parents attending Parent Academies by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
44 (avg.)	49 (avg.)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

		Monitoring	Strategy	
1	1.1. Parental involvement at Parent Academies did not meet expectations of school administration and PTA. Parents need to be offered diverse workshops and informed of these meetings in a variety of ways. Parents need to be offered diverse workshops and informed of these meetings in a variety of ways.	1.1. The Parent Academies will be advertised in a variety of formats. (Connect Ed, Website, Newsletter, Flyers etc) Our strategy is to increase parent involvement by showcasing the students' talents in academics and the arts.	1.1. Administrators	1.1. Review sign-in sheets/ logs to determine the number of parents attending.	1.1. Sign-in sheets/logs. Parental Involvements school 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
Utilizing Miami-Dade Parent Portal	K - 5	Administrator	Parents	Quarterly	Sign In Sheets/Logs to determine the number of parents attending.	Administrator

Parent Involvement 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 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 2011-2012 Science FCAT showed that students lacked sufficient science vocabulary and terminology. Our goal for the 2012-2013 school year is to increase our science scores by raising awareness of key science terms and vocabulary.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The students often lack the prior knowledge of scientific vocabulary and concepts needed to reach proficiency levels on the science FCAT.	1.1. The students will create their own science vocabulary Pictionary/dictionary; which will highlight key scientific terms, concepts, diagrams, and examples as determined by State Standards and the Item Specifications. In-class science projects will help make the scientific method more concrete for students.	1.1. Science Teachers, MTSS Team, Administration	1.1. Teams will review the results of assessment data to monitor student progress.	1.1. Summative: 2013 FCAT Science Test Formative: Lab reports, Science series tests, weekly assessments, Interim 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
Teacher Training, Technology (Gizmos), Hands-On Lab Training	K -1, 2-3, 4-5	Science Grade Level Chairs	K – 5 Science Teachers, ELL and SWD Teachers	Monthly August 16th, 2012 September 19th, 2012 October 17th, 2012 November 14th, 2012 December 12th, 2012 January 23rd, 2013 February 13th, 2013 March 13th, 2013 April 24th, 2013 May 15th, 2013	Lesson Planning, Data Analysis, Share Best Practices, Review Assessments	Administrator

STEM 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 STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
STEM				$0.00
				Subtotal: $0.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
Mathematics	Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
Science	Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
Writing	Hardware and Software including BrainPOP	Ink, Printers, Repairs, Software	EESAC Funds	$650.00
				Subtotal: $2,600.00

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: $2,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

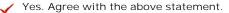Are you a reward school: j͡n Yes j͡n No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology to increase performance in reading, math, science, and writing (hardware and software)	$2,600.00

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

The EESAC Committee is responsible for implementing and monitoring the School Improvement Plan according to the Florida Continuous Improvement Model. The EESAC Committee will also review student data and make recommendations/decisions to support student achievement. The EESAC Committee makes decisions on allocations of EESAC funds to help increase student learning gains. The EESAC Committee also meets regularly to monitor and discuss school finances, student achievement, and parent involvement opportunities.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
WILLIAM H. LEHMAN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	88%	96%	66%	339	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	79%	78%			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?	82% (YES)	76% (YES)			158	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					654	
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
WILLIAM H. LEHMAN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	88%	98%	65%	342	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	75%			150	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?	75% (YES)	67% (YES)			142	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					634	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested