

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Susan McEachin

SAC Chair: Mrs. Cassandra Pressley

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

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	Dr. Susan Trauschke-McEachin	Degree(s)/ Certification(s) BA – Elementary Education, University of Florida; Master of Science – Elementary Education, Nova Southeastern University; Doctorate of Education – Educational Administration and Supervision, Florida International University. She has certification in	14	14	12 11 '10 '09 '08 School Grade C D C C C AYP x No No No No High Standards Rdg 36% 51% 57% 44% 47% High Standards Math 36% 47% 59% 54% 51% Lrng Gains-Rdg. 61% 46% 65% 63% 48% Lrng Gains-Math 59% 65% 56% 68% 64% Gains-Rdg-25% 77% 40% 65% 68% 56% Gains-Math-25% 72% 73% 63% 74% N/A%

		Educational Leadership (K – 12), and Elementary Education with Gifted Endorsement.			
Assis Principal	Dr. Cynthia Clay	BA – Early Childhood Education, Fort Valley State University; Master of Science - Urban Education/ TESOL, Florida International University; Specialist of Education- Educational Leadership, Nova Southeastern University; Doctorate Degree – Organizational Leadership, Nova Southeastern University. She has certification in Educational Leadership (K – 12) and Early Childhood Education with Reading Endorsement.	4	4	12 11 '10 '09 '08 School Grade C D C A B AYP x No No Yes Yes High Standards Rdg. 36% 51% 57% 64% 68% High Standards Math 36% 47% 59% 68% 66% Lrng Gains-Rdg. 61% 46% 65% 69% 65% Lrng Gains-Math 59% 65% 56% 61% 69% Gains-Rdg-25% 77% 40% 65% 72% 52% Gains-Math-25% 72% 73% 63% 67% 74%

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)
Science	Mrs. Karina Scarlett	Bachelor: Liberal Arts- St. Thomas University Masters: Exceptional Education St. Thomas University Certification: Elementary Ed. K-6, Exceptional Ed. K-12	9	2	12 11 '10 '09 '08 School Grade C D C C C AYP x No No No No High Standards Rdg 36% 51% 57% 44% 47% High Standards Math 36% 47% 59% 54% 51% Lrng Gains-Rdg. 61% 46% 65% 63% 48% Lrng Gains-Math 59% 65% 56% 68% 64% Gains-Rdg-25% 77% 40% 65% 68% 56% Gains-Math-25% 72% 73% 63% 74% N/A%
Mathematics	Ms. Catherine Morrison	Associate Arts in Drama with a minor in Speech- Miami-Dade Community College; BS- Elementary Education- Florida Memorial University Master of Science - Elementary Education- Nova Southeastern University Specialist - Mathematics	27	1	12 11 '10 '09 '08 School Grade C D C C C AYP x No No No No High Standards Rdg 36% 51% 57% 44% 47% High Standards Math 36% 47% 59% 54% 51% Lrng Gains-Rdg. 61% 46% 65% 63% 48% Lrng Gains-Math 59% 65% 56% 68% 64% Gains-Rdg-25% 77% 40% 65% 68% 56% Gains-Math-25% 72% 73% 63% 74% N/A%

		Florida State University			
Reading	Mrs. Betty Moriarty	BA – Elementary Education, University of New Orleans; Master of Science – Elementary Education, New York University; Specialist of Education – Educational Leadership, Nova Southeastern University. She has certification in Educational Leadership (K – 12), and Elementary Education with Reading and Primary Education Endorsements.	4	2	12 11 '10 '09 '08 School Grade C D C A B AYP x No No Yes Yes High Standards Rdg. 36% 51% 57% 64% 68% High Standards Math 36%47% 59% 68% 66% Lrng Gains-Rdg. 61% 46% 65% 62% 52% Lrng Gains-Math 59% 65% 56% 49% 61% Gains-Rdg-25% 77% 40% 65% 72% 59% Gains-Math-25% 72 % 73% 63% 52% 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. Teacher recruitment will be done through relationships with local universities and job fairs. 2. Colleagues Coaching Colleagues	Principal/Assistant Principal NBCT/PD Liaison/Teachers	On-going 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
30	0.0%(0)	13.3%(4)	33.3%(10)	46.7%(14)	50.0%(15)	73.3%(22)	20.0%(6)	3.3%(1)	56.7%(17)

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

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

Services are provided to ensure students at Dr. Robert B. Ingram Elementary requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at Dr. Robert B. Ingram Elementary and District Meetings to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

Dr. Robert B. Ingram Elementary School uses Title III funds supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Dr. Robert B. Ingram uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE

approve the application(s).

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Dr. Robert B. Ingram Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students
- The Health Connect School Social Worker in partnership with The Children's Trust, Miami-Dade County Health Departments and local health service providers provide resources including: clothing, school supplies, transportation and social services referrals for students identified as homeless under the McKinney-Vento Act..
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Dr. Robert B. Ingram Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- Dr. Robert B. Ingram Elementary School offers the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and elementary counselor.
- Training and technical assistance for teachers, administrators, and counselors is also a component of this program.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HClOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Dr. Robert B. Ingram Elementary School Multi-Tiered System of Supports (MTSS) includes: Principal, Assistant Principal, Reading Coach; and Psychologist.

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 Multi-Tiered System of Supports (MTSS) will meet bi-weekly to monitor and analyze current academic and behavioral data. The team will support a process and structure with the school to design, implement, and evaluate the effectiveness of both core instruction and interventions. It will provide clear indicators of students' needs and progress, assisting in the examination of program delivery, validity and effectiveness. The team will also gather and analyze data to determine appropriate professional development for the faculty as is indicated by students' intervention and achievement needs.

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?

1. The Multi-Tiered System of Supports (MTSS) and Educational Excellence School Advisory Committee (EESAC) will meet with the principal and assistant principal to help develop the 2012-2013 SIP.
2. The team will provide data on: Tier 1, 2, and 3 programs; academic and social/emotional areas that need to be addressed; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching both core curriculum and interventions based on individual student needs.
3. The Multi-Tiered System of Supports (MTSS) will monitor and adjust our academic and behavioral goals through data gathering and data analysis.
4. The Multi-Tiered System of Supports (MTSS) will monitor the fidelity of the delivery of instruction and interventions.
5. The Multi-Tiered System of Supports (MTSS) will provide levels of support and interventions to students based on data.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to best meet the specific needs of students
 - create student growth trajectories in order to identify, develop and modify interventions as needed
 - drive decisions regarding targeted professional development
 - adjust the implementation of behavior management systems to best meet individual student needs.
2. Managed data will include:
 - Academic
 - FAIR assessment
 - Interim assessments
 - Monthly Mathematics and Science assessments
 - FCAT
 - Student grades
 - Bi-weekly Benchmark assessments
 - Behavioral
 - Student Case Management System Referrals
 - Detentions
 - Suspensions (Indoors and/or Outdoors)
 - Attendance/Truancy referrals
 - Student Support Team (SST) referrals

- Guidance Counselor referrals
- Referrals to outside agencies

Describe the plan to train staff on MTSS.

The district professional development and support will include:

- 1.training for all administrators in the MTSS , data analysis process;
- 2.providing support for school staff to understand basic MTSS principles and procedures; and
- 3.a network of on-going support for school staff will be organized through feeder patterns.

In addition to district professional development the school site MTSS Leadership Team will provide on-going job embedded professional development and support to the teachers and support staff.

Describe the plan to support MTSS.

- 1.Effective, actively involved, and resolute leadership that frequently provide visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts.
- 2.Alignment of policies and procedures across classroom, grade, district, and state levels.
- 3.Ongoing efficient facilitation and accurate use of problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- 4.Sufficient availability of coaching support to assist school team and staff problem-solving efforts.
- 5.Strong positive and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcome.
- 6.Comprehensive, efficient, and user friendly data –systems for supporting decision-making at all levels from the individual school level up to the aggregate district level.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

At Dr. Robert B. Ingram Elementary School we will emphasize the use of on-going progress monitoring and focused interventions to target professional learning that meets the specific instructional need of our students. This model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs. The Dr. Robert B. Ingram Elementary School Literacy Leadership Team includes Dr. Susan Trauschke-McEachin, Principal; Dr. Cynthia Clay, Assistant Principal, Betty Moriarty and Marshall Smith, Reading Coaches; and Jennifer Foss, Psychologist. The Literacy Leadership Team will be an extension of our school's Project Rise Leadership Team, strategically integrated in order to support the administration through a process of problem solving and the systematic examination of available data.

The following additional personnel will be resources to the team, based on specific problems or concerns as warranted:

- Fatima Roman, Special Education Teacher
- Cathy Burbank, School Guidance Counselor
- Shakira Lockett, School Social Worker
- Cassandra Pressley, EESAC chairperson

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

The Literacy Leadership team will meet bi- weekly to monitor and analyze current academic and behavioral data. The team will support a process and structure with the school to design, implement, and evaluate the effectiveness of both core instruction and interventions. It will provide clear indicators of student need and student progress, assisting in the examination of program delivery validity and effectiveness. The team will also gather and analyze data to determine appropriate professional development for the faculty as is indicated by students' intervention and achievement needs.

- 1.The Literacy Leadership Team and Educational Excellence School Advisory Committee (EESAC) met to help develop the 2011-2012 SIP.
- 2.The team will provide data on: Tier 1, 2, and 3 students; academic and social/emotional areas that need to be addressed; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching both core curriculum and interventions based on individual student needs.
- 3.The Leadership Team will monitor and adjust our academic and behavioral goals through data gathering and data analysis.
- 4.The Leadership Team will monitor the fidelity of the delivery of instruction and interventions.
- 5.The Leadership Team will provide levels of support and interventions to students based on data.

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

The Literacy Leadership Team major initiatives are the following:

- Principal and assistant principal will ensure commitment and allocate resources;
- Teachers and instructional coach will share the common goal of improving instruction for all students; and
- Team members will work to build staff support, internal capacity, and sustainability over time.
- The Leadership Team will monitor and adjust our academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will monitor the fidelity of the delivery of instruction and interventions.
- The Leadership Team will provide levels of support and interventions to students based on data.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/11/2012)

*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.

Title I Administration assists Dr. Robert B. Ingram Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In the Opa-Locka community, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Dr. Robert B. Ingram Elementary School, all incoming Kindergarten students are assessed during the first 10 days in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

Screening data will be collected and aggregated prior to September 14, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and needs for changes to the instructional/intervention programs.

Dr. Robert B. Ingram Elementary School also participates in the Ready Schools Initiative and articulates quarterly with other early childhood programs within the area. We utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School partnership. This partnership identifies school-specific strategies from the "Transition Toolkit" (developed by PR/Elementary and community partners) to meet the needs of the local community.

*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:	The results of the 2011-2012 FCAT Reading Test indicate that 24%(40) of students achieved level 3 proficiency. Our goal for the 2012- 2013 school year is to increase the number of students scoring at level 3 proficiency by 2 percentage points to 26% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(40)	26% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				
2	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application due to lack of Differentiated Instruction.	1a.1 Use Differentiated Instruction to provide small group instructions. Special emphasis will be placed on Reading Application.	1a.1. Administrators Reading Coach	1a.1. Focus on student's knowledge of Reading Application and analyze data at Data Chats.	1a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 Reading Test indicate that 11% (18) of students achieved levels of 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at levels 4 and 5 proficiency by 2 percentage points to 12%(20)
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(18)	12%(20)

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 which showed a slight decrease and would require students to improve performance as noted on the 2012 Administration of FCAT Reading Test was Reading Application due to the lack of higher order thinking skills.	2a.1. Use Reciprocal Teaching in order to support Reading Application through the use of techniques that include: questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions).	2a.1. Administrators Reading Coach	2a.1. Focus on students' ability to complete the components of Reciprocal Teaching by analyzing student data during data chats.	2a.1. .Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate 61% (59) of students making learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains proficiency by 2 percentage points to 66%(64)
2012 Current Level of Performance:	2013 Expected Level of Performance:

61%(59)			66%(64)		
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. The area which showed a slight decrease and would require students to improve performance as noted on the 2012 Administration of FCAT Reading Test was Reading Application. Progress was hindered due to the inconsistent use of the SuccessMaker technology program.	3a.1. Implement a classroom rotation schedule that will allow students to utilize SuccessMaker for 20 minutes 5 times per week.	3a.1. Administrators Reading Coach	3a.1. Review SuccessMaker bi-weekly reports to ensure progress is being made and adjust interventions as needed.	3a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2010-2011 FCAT Reading Test indicate that 40% (7) of students in the lowest 25% made learning gains. Our goal for the 2011-2012 school year is to increase the number of students in the lowest 25% making learning gains to 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(7)	50%(9)

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1.The area which showed a slight decrease and would require students to improve performance as noted on the 2012 Administration of FCAT Reading Test was Reading Application. Progress was hindered due to the inconsistent use of the SuccessMaker technology program.	4a.1. Implement a classroom rotation schedule that will allow students to utilize SuccessMaker for 20 minutes 5 times per week.	4a.1. Administrators Reading Coach	4a.1. Review SuccessMaker bi-weekly reports to ensure progress is being made and adjust interventions as needed.	4a.1.Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal is to for the 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 Reading Test indicate that 31%(38) of the students in the Black subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency by 3 percentage point to 34% (41). The results of the 2011-2012 FCAT Reading Test indicate that 53% (20) of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency by 3 percentage point to 57% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(38) 53%(20)	34%(41) 57%(22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Informational Text/Research Process due to the lack of use of graphic organizers.	5B.1. Group students to complete graphic organizers and real world documents such as how-to articles, brochures, fliers and web sites. Use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for	5B.1. Administrators Reading Coach	5B.1. Monitor students work folders for the use of graphic organizers.	5B.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

		instruction. Use two column notes to list conclusions and supporting evidence.			
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Informational Text/Research Process due to the lack of use of graphic organizers.	5B.1. Group students to complete graphic organizers and real world documents such as how-to articles, brochures, fliers and web sites. Use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use two column notes to list conclusions and supporting evidence.	5B.1. Administrators Reading Coach	5B.1. Monitor students work folders for the use of graphic organizers.	5B.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 40%(9) of the students in the ELL subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency by 3 percentage point to 42%(9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(9)	42%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Informational Text/Research Process due to the lack of use of graphic organizers.	Strategy 5B.1. Group students to complete graphic organizers and real world documents such as how-to articles, brochures, fliers and web sites. Use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use two column notes to list conclusions and supporting evidence.	5C.1. Administrators Reading Coach	5C.1 Monitor students work folders for the use of graphic organizers	5C.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of 2011-2012 FCAT Reading test indicate that 6% (1) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase proficiency by 16 percentage points to 22% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:

6%(1)		22%(4)			
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. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Informational Text/ Research Process due to the lack of use of graphic organizers.	5D.1. Group students to complete graphic organizers and real world documents such as how-to articles, brochures, fliers and web sites. Use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use two column notes to list conclusions and supporting evidence.	5D.1. Administrators Reading Coach	5D.1. Monitor students work folders for the use of graphic organizers.	5D.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of 2009-2010 FCAT Reading test indicate that 36% (58) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase proficiency by 3 percentage points to 39% (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(58)	39%(63)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application due to a lack of higher level thinking skills.	5E.1. Use Reciprocal Teaching in order to support Reading Application through the use of techniques that include: questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); strategies to identify Reading Application.	5E.1 Administrators Reading Coach	5E.1. Focus on students' ability to complete the components of Reciprocal Teaching by analyzing student data at data chats	5E.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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
Success Maker Reading	Kindergarten-Fifth Grades/Reading	Success Maker Support Staff	Kindergarten-Fifth Grades	August 17, 2012	Success Maker facilitator will review usage reports weekly.	Principal Assistant Principal Success Maker Facilitator Reading Coach
Differentiated Instruction (DI)	Kindergarten-Fifth Grade/Reading	Reading Coach	Kindergarten-Fifth Grade	September 19, 2012	Focused walkthroughs with Principal, Assistant Principal, and Reading Coach to observe the frequency and effectiveness of Differentiated Instruction in reading.	Principal Assistant Principal Reading Coach
Reciprocal Teaching	Kindergarten-Fifth Grade/Reading	Reading Coach	Kindergarten-Fifth Grade	October 17, 2012	The Reading Coach and Assistant Principal will observe the frequency and effectiveness of Reciprocal Teaching.	Principal Assistant Principal Reading Coach

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:	The results of the 2012 CELLA Assessment indicates 35% (19) of students were proficient in the area of Listening/Speaking . Our goal for the 2013 school year is to increase the number of students scoring at proficiency .

2012 Current Percent of Students Proficient in listening/speaking:

35%(19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area which showed a slight decrease and would require students to improve performance as noted on the 2012 Administration of FCAT Reading Test was Reading Application. Progress was hindered due to the inconsistent use of the SuccessMaker technology program.	1.1. Implement a classroom rotation schedule that will allow students to utilize SuccessMaker for 20 minutes 5 times per week.	1.1. Administrators Reading Coach	1.1. Review SuccessMaker bi-weekly reports to ensure progress is being made and adjust interventions as needed.	1.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA Assessment indicates 15% (8) of students were proficient in the area of Reading. Our goal for the 2013 school year is to increase the number of students scoring at proficiency.

2012 Current Percent of Students Proficient in reading:

15%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Informational Text/ Research Process due to the lack of utilizing graphic organizers.	2.1. Group students to complete graphic organizers and real world documents such as how-to articles, brochures, fliers and web sites. Use text features to locate, interpret, and organize information. Use non-fiction articles and editorials for instruction. Use two column notes to list conclusions and supporting evidence.	2.1. Administrators Reading Coach	2.1. Monitor students work folders for the use of graphic organizers.	2.1.. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:		The results of the 2012 CELLA Assessment indicates 13% (7) of students were proficient in the area of Writing . Our goal for the 2013 school year is to increase the number of students scoring at proficiency.			
2012 Current Percent of Students Proficient in writing:					
13%(7)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency is conventions due to a lack of sentence editing and revising.	2.1. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors.	2.1. Administrators Reading Coach	2.1. Analyze students' complete products monthly to determine rate of growth (aim-line).	2.1.. Pre and Post Writing Prompts Summative : 2012 FCAT Writing Assessment

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 23% (37) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 4 percentage points to 27% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(37)	27%(44)

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 areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions. Due to a lack of Differentiated Instruction.	1a.1. Provide Differentiated Instruction during small group instructions and the instructional group support needed to develop an understanding of decimals including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiples.	1a.1. Administrators Mathematics Coach	1a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	1a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
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
	2a.1. The areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions due to the lack of multiplication	o 2a.1. Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and	2a.1. Administrators Math Coach	2a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	2a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013

1	Skills.	related division facts and fluency with whole number multiplication: use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.	FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 Mathematics Test indicate that 12% (20) of the students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 is to increase the number of students scoring at proficiency by 2 percentage points to 14% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(20)	14% (23).

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 areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions due to the lack of multiplication Skills.	2a.1. Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication: use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.	2a.1. Administrators Math Coach	2a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	2a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2010-2011 FCAT Mathematics Test 65% (49) of students made learning gains. Our goal for the 2011-2012 school year is to provide appropriate interventions in order to increase the number of students making learning gains by 10 percentage points to 70%(53).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(49)	70%(53)

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. The area of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was Number: Fractions. Progress was hindered due to the inconsistent use of the SuccessMaker technology program.	3a.1. Adjust classroom instructions to account for student weakness. Implement with fidelity computer- based technology (SuccessMaker) 20 minutes per day five times a week.	3a.1. Administrators Math Coach	3a.1. Review SuccessMaker bi-weekly reports to ensure progress is being made and adjust interventions as needed.	3a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

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

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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2011-2012 FCAT Mathematics Test 72% (24) of students made learning gains. Our goal for 2012-2013 is to increase the number of students in the lowest 25% making learning gains by 5 percentage points to 77% (25).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (24)	77% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test in grades 4 was Geometry and Measurement due to the lack of opportunities to utilize manipulatives	4a.1. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by the use of manipulatives and engaging opportunities for practice.	4a.1. Administrators Math Coach	4a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust interventions as needed.	4a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
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:	<p>Mathematics Goal #5B: The results of the 2011-2012 FCAT Mathematics Test indicate that 33%(40) of students in the Black subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to have of 39%(47)the students scoring at proficiency.</p> <p>The results of the 2011-2012 FCAT Mathematics Test indicate that 47%(18) of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to have 51%(19) of the students scoring at proficiency.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 33%(40) Hispanic: 47%(18)	Black: 39%(47) Hispanic: 51%(19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1.Black: The areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions due to a lack of Differentiated Instruction.	5B.1. Provide Differentiated Instruction during small group instructions and the instructional group support needed to develop an understanding of decimals including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiples.	5B.1. Administrators Mathematics Coach	5B.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	5B.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment
2	5B.2. Hispanic: The areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions due to a lack of Differentiated Instruction.	5B.2. Provide Differentiated Instruction during small group instructions and the instructional group support needed to develop an understanding of decimals including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiples.	5B.1. Administrators Mathematics Coach	5B.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	5B.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1. The areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions. due to a lack of Differentiated	5C.1. Provide Differentiated Instruction during small group instructions and the instructional group support needed to develop an understanding	5C.1 Administrators Mathematics Coach	5C.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	5C.1. Formative: Bi-Weekly assessments District Interims Summative: 2013

1	Instruction.	of decimals including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiples.			FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was Number: Fractions. Progress was hindered due to the inconsistent use of the SuccessMaker technology program.	5D.1. Adjust classroom instructions to account for student weakness. Implement with fidelity computer- based technology (SuccessMaker) 20 minutes per day five times a week.	5D.1. Administrators Math Coach	5D.1. Meet monthly to monitor assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	5D.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT Mathematics Test indicate that 37%(60) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to have 42%(68) of the students scoring at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(60)	42%(68)

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 areas of deficiency as noted on the 2012 FCAT Mathematics Test in grades 3-5 was number: fractions. due to a lack of Differentiated Instruction.	1a.1. Provide Differentiated Instruction during small group instructions and the instructional group support needed to develop an understanding of decimals including the	1a.1. Administrators Mathematics Coach	1a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjustments are made as needed.	1a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

	connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiples.		
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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
Differentiated Instruction (DI)	Kindergarten-Fifth/ Mathematics	Mathematics Coach	Kindergarten-Fifth/ Mathematics	October	Classroom walkthroughs Mathematics small group schedule	Administrators Math Coach
Utilizing Manipulatives	Kindergarten-Fifth/ Mathematics	Mathematics Coach	Kindergarten-Fifth/ Mathematics	September	Classroom walkthroughs	Administrators Math Coach

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:		On the 2011-2012 administration of the Science FCAT 25%(13) of students achieved proficiency (FCAT Level 3).Our goal for the 2012- 2013 school year is to increase the number of students scoring at proficiency by 4 percentage points to 29%(15).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25%(13)		29% (15).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1.The area of deficiency as noted on the 2012 FCAT Science Test is Earth and Space Science due to a lack of hands-on laboratories that will expose them to Earth and Space Science.	1a.1.Students will be exposed to instruction that includes teacher - demonstrated as well as student centered laboratory grouped activities that apply, analyze and explain concepts in Earth and Space Science.	1a.1.Administrators Science Coach	1a.1.Review lab sheets and bi-weekly assessment data.	1a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		On the 2011-2012 administration of the Science FCAT 11% (6) of the students scored above proficiency (FCAT Levels 4& 5). Our goal for the 2012-2013 school year is to increase the number of students scoring at Levels 4 and 5 proficiency by 2 percentage points to 13% (7).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
11%(6)		13% (7)			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 FCAT Science Test is Physical Science due to a lack of hands-on laboratories and writing integration that will expose them to Physical Science.	2a.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life Science. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.	2a.1. Administrators Science Coach	2a.1. Review lab sheets and bi-weekly assessment data.	2a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment
2	2a.1. The area of deficiency as noted on the 2012 FCAT Science Test is Physical Science due to a lack of hands-on laboratories and writing integration that will expose them to Physical Science.	2a.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life Science. Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.	2a.1. Administrators Science Coach	2a.1. Review lab sheets and bi-weekly assessment data.	2a.1. Formative: Bi-Weekly assessments District Interims Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
Infusing Writing into Science	K-5	Lead Science Teacher Science Coach	Kindergarten-Fifth Grade	October 17, 2012	Focused walkthroughs with Principal, Assistant Principal, and Science Coach	Principal Assistant Principal Reading Coach

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:	On the 2011-2012 administration of the Writing FCAT, 68% (34) of the students scored at proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at 3.0 and above proficiency by 3 percentage points to 71%(36).				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
68%(34)	71%(36)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency is organization due to a lack of prewriting and revising skills.	1a.1. Provide students with small group tutorials using graphic organizers, time-lines and storyboards to help delete extraneous or repetitive information and maintain organization	1a.1. Administration Reading Coach	1a.1. Analyze students' complete products monthly to determine rate of growth (aim-line).	1a.1. Pre and Post 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:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
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The Writing Process focusing on Organization	Kindergarten-Fifth Grade	Reading Coach	Kindergarten-Fifth Grade	September 2012- ongoing	Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction.	Principal, Assistant Principal and Reading Coaches
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Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for this school year is to increase attendance to 94.28%(373) by minimizing absences due to illnesses and truancy. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more) by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.28%(369)	94.28%(373)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
174	165
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

104						99
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	1.1 Truancy increased by 3% from previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MTSS/RTI team for intervention services.	1.1. Administrators, Social Worker and CIS	1.1. Daily monitoring of attendance roster and parent contact Weekly updates to administration by TCST and to entire faculty during faculty meetings	1.1. Truancy logs and attendance rosters	

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our Goal for the 2012-2013 school year is to decrease the total number of suspensions by 5%.
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
51	46
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
38	34

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. There are limited amounts of opportunities to recognize students for positive behavior.	1.1. Utilize The Student Code of Conduct to provide incentives for compliance through the use of SPOT Success Recognition program.	1.1. Administrators, Social Worker, Counselor Teachers and CIS	1.1. Monitor SPOT Success Report by grade level and monitor COGNOS report on student outdoor suspension rate	1.1. Classroom walkthrough documentation SPOT Success log COGNOS Suspension report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

N/A	N/A	N/A	N/A	N/A	N/A	N/A
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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:		n/a		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
n/a		n/a		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:		Based on the analysis of school data there is a need for additional teacher collaboration in the area of integrating literary and mathematics in the science classrooms.			
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
	There are limited	Provide opportunities	Administrators	Focused walkthroughs	Classroom

1	opportunities for teachers to collaborate on integrating reading, mathematics and science.	for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.	Science Coach	with Principal, Assistant Principal, and Instructional Coaches to observe the frequency and effectiveness of integrating reading, mathematics and science.	walkthrough documentation
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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

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
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

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

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

[View uploaded file](#) (Uploaded on 10/11/2012)

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
The SAC funds will be used to purchase student awards and incentives.	\$1,865.48

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

The School Advisory Council monitors the implementation of the School Improvement Plan. In addition, the EESAC will: promote and recognize student achievement. Further, the School Advisory Council will purchase student awards and incentives.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	47%	70%	22%	190	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	46%	65%			111	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	40% (NO)	73% (YES)			113	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					414	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	59%	65%	33%	214	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	65%	56%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	63% (YES)			128	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					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested