

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: OJUS ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. M. Mejia

SAC Chair: Ms. A. Graham

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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. M.Mejia	E CHILD ED, ELEM ED, SCHOOL PRINCIPAL	5	21	'12 '11 '10 '09 '08 School Grade A A A A B AYP Y N Y N Y High Standards Reading 72 84 81 80 81 High Standards Math 74 83 80 75 79 Lrng Gains-Rdg. 80 79 73 71 64 Lrng Gains-Math 71 56 67 57 70 Gains-Rdg-Lowest 25% 80 65 64 67 49 Gains-Math-Lowest 25% 63 58 70 51 59
Assis Principal	Elaine Adderly	ELEM ED, ED LEADERSHIP	8	10	'12 '11 '10 '09 '08 School Grade A A A A B AYP N/A N Y N Y High Standards Reading 72 84 81 80 81 High Standards Math 74 83 80 75 79 Lrng Gains-Rdg. 80 79 73 71 64 Lrng Gains-Math 71 56 67 57 70 Gains-Rdg-Lowest 25% 80 65 64 67 49 Gains-Math-Lowest 25% 63 58 70 51 59

### 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	Gabriela Petrini	ELEM ED, ESOL, GIFTED, PRIMARY ED, ED LEADERSHIP, READING	4	4	'12 '11 '10 '09 '08 School Grade A A A A B AYP Y N Y N Y High Standards Reading 72 84 81 80 81 High Standards Math 74 83 80 75 79 Lrng Gains-Rdg. 80 79 73 71 64 Lrng Gains-Math 71 56 67 57 70 Gains-Rdg-Lowest 25% 80 65 64 67 49 Gains-Math-Lowest 25% 63 58 70 51 59

## 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	Mentoring New and Beginning Teachers	Ms. Firtell, Ms. Graham	June 6, 2013	
2	Regular dialogue sessions with teachers new to Ojus	Administration/Leadership Team	June 6, 2012	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8.5%[5]	Encouraged by the Administration to complete ESOL Endorsement requirements. All course offerings are forwarded by the administration referring teachers to the Professional Development Menu.

## 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
59	11.9%(7)	35.6%(21)	25.4%(15)	27.1%(16)	35.6%(21)	74.6%(44)	8.5%(5)	5.1%(3)	72.9%(43)

## 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
Ms. Wendy Firtell	Ms. A. Simmons	Evidence of effective teaching and student achievement gain.	Collaborative planning, observations, and modeling.
Ms. Alice Graham	Ms. S. Ferriol	Evidence of effective teaching and student achievement gains.	Collaborative planning, observations, and modeling.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

##### Title I, Part A

Ojus Elementary provides services to students who require additional remediation. Assistance is provided through extended learning opportunities including Voyager, Success Maker, Reading Plus and small group pull-out/push-in instruction. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The Curriculum Coaches develop, lead, and evaluate school core content standards/ programs. They work with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention 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.

Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

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 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 schools and at District meetings) to complete.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

#### Title I, Part D

N/A

#### Title II

The District uses 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, ELL 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students

by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers (K-5)
- reading and supplementary instructional materials (K-5)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-5, RFP Process)

#### Title X- Homeless

- Ojus Elementary School adheres to the McKinney-Vento Law as defined by the board policy. Homeless students shall receive all the services they are entitled to.
- A school based homeless coordinator will be identified to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

N/A

#### Violence Prevention Programs

• Ojus Elementary School participates in the District's research-based bullying program. Training is provided for counselors, administrators, teachers, and students. Students will participate in an assembly program that will provide the strategies to assist with preventing and reducing bullying behavior. Ojus participates in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and provides intervention services for students through a curriculum implemented by classroom teachers and supported by a trained elementary counselor.

#### Nutrition Programs

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

##### Parental:

Ojus Elementary works to involve parents in the planning and implementation of the Title I Program. Parents receive via print and telephone message, an invitation to our school's Parent Resource Center. Information is provided to inform parents about available programs, referrals, and their rights under the No Child Left Behind Act. An important goal is to increase parental involvement through our school's Title I School-Parent Compact, and our Title I Parent Involvement Plan. Ojus conducts a Title I Annual Meeting and adheres to, and complies with dissemination and reporting requirements. Additionally, the M-DCPS Title I Parent/Family Survey is completed annually in May. The survey's results are used to assist with revision of our Title I parental documents and programs for the next school year. Ojus Elementary uses parent surveys to determine the needs of its parents and students. Workshops and Parent Academy Courses are offered.

Heiken Children's Vision Program - in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program. Heiken Children's Vision Program provides free complete optometric exams conducted at Ojus Elementary via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

#### Combating Student Sexting Curriculum-

- As developed by the Miami-Dade County Public Schools: SEXTING: Empowering students to Engage in Positive Communication curriculum to help students practice positive communication via the electronic/web medium.
- A minimum of two (2) lessons from the positive communication curriculum, per grade, per year, are to be administered in K-12.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI Team is an extension of the Ojus Elementary Leadership Team, supporting the administration through a process of problem solving, as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

- Administration provides reinforcement for data driven instruction and decision making, monitors the school-based team in implementing MTSS/RtI strategies, conducts assessment review meetings, and encourages professional development to support the MTSS/RtI Team. All course offerings are forwarded by the administration referring teachers to the Professional Development Menu and ensure communication with families regarding school –based MTSS/RtI activities. Assistant Principal supports the Principal in the implementation of MTSS/RtI strategies and facilitates meetings with the MTSS/RtI Team.
- Reading Coach provides data to grade levels from District assessments to guide instruction for all students. The coach assists teachers with differentiating instruction and the development of appropriate intervention strategies and participation in the planning and delivery of professional development.
- Intermediate general education teachers provide information about core instruction. Encouraged to track data and participate in data discussions, regarding assessments. Collaborate with other staff members to implement effective research- based instructional strategies and intervention for students requiring intervention.
- Primary general education teachers provide information about core instruction. Encouraged to track data and participate in data discussions, regarding assessments. Collaborate with other staff members to implement effective research-based instructional practices and intervention.
- SPED Teachers participate in student data analysis, and integrate core instructional activities/materials for Tier 1, 2, and 3 students. Collaborate with the general education teachers.
- ELL Teachers support the implementation of Tier 1, 2, and 3 interventions.

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 following steps will be considered by the school's MTSS/RtI Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The MTSS/RtI Team will:

1. Monitor academic and behavior data by evaluating progress that addresses important questions such as:
  - What will all students learn? (curriculum based on standards)
  - How will learning be assessed? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and continuous monitoring of academic progress)
  - How will we respond when students have mastered learning objectives? (Enrichment opportunities)
2. Hold regular team meetings and analyze data to determine student intervention and achievement needs.
3. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
4. Support a process and structure within the school to design, implement, and evaluate instructional practices and specific interventions.
5. Provide clear indicators of student needs and student progress, assisting in examining the effectiveness of program delivery.
6. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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 Leadership Team will:

1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. Monitor the fidelity of the delivery of instruction and intervention.
3. Provide levels of support and interventions to students based on tiered data.

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 meet the specific needs of students.
  - Monitor and provide intervention to students who are not making adequate yearly progress.
  - Adjust the allocation of school-based resources.
  - Create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments scored by Edusoft
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments
- STAR Test
- SuccessMaker

Behavior

- Student Case Management System
- Detention
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI problem solving, data analysis process.
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures.
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Ojus Elementary School Literacy Leadership Team consists of the following individuals:

1. Administration: Dr. M. Mejia (Principal), Ms. Elaine Adderly (Assistant Principal)
2. Reading Coach: Ms. G. Petrini
3. Media Specialist: Ms. A. Graham
4. Selected Reading Teachers: Ms. W. Firtell, Ms. D. Anderson, Ms. N. German, Ms. B. Mejia, Ms. A. Hirsch, Ms. L. Brotter

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

The primary function of the school's Literacy Leadership Team is to assess, plan, implement and support a comprehensive literacy program for all students. The goal of the team is to create a depth of knowledge to facilitate effective reading instruction. The team will meet monthly throughout the school year. The functions of the LLT include but are not limited to :

- Design and provide professional development to support the district's literacy program.
- Advise and assist teachers in evaluating test data to determine student needs and appropriate teaching strategies.
- Keep abreast of the latest literacy research.
- Engage parents and the community in the literacy process.
- Promote the implementation of and monitor reading motivational programs.
- Encourage teachers to become professionally enriched with Common Core Standards.

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

- Two students from each classroom will participate in a monthly celebration to acknowledge their accomplishments in independent reading (Accelerated Reader Program).
  - Reading Plus – This supplemental reading program will be utilized with targeted students to enhance their reading skills.
  - Professional Learning Community (PLC) and Professional Development activities with teachers on each grade level will be implemented to discuss classroom teaching techniques. The following topics will be discussed weekly within these groups: setting high academic expectations, planning engaging lessons, creating a strong classroom culture, setting and maintaining high behavioral expectations, character building and trust, and challenging students to think critically.
- The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

## 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.

The Transition to Kindergarten Initiative requires that shared responsibilities of the schools, parents and administrators recognize the transition as a process that all partners experience, rather than an event that happens to a child. The school counselor, grade level chairperson and principal arranges for flyers to be created and sent out to local area schools regarding an orientation to be held. The orientation provides families with information, expectations and resources to support a successful transition to kindergarten. The Parent Academy discusses the transition, as well as Health Care options for families. They are introduced to their teachers and are made familiar with their surroundings. Parents are acquainted with the requirements and expectations for kindergarten, prior to kindergarten, students are tested with the Kindergarten Readiness Assessment developed by a team of highly qualified and experienced teachers to determine placement and needs of each entering pupil. The areas assessed are recognizing Uppercase and Lowercase Letters, Letter/ Sound Recognition, and recognizing and using individual sounds to create words. Parents are given a Home Language Survey when they register to determine the language needs of their child. Parental involvement is encouraged at all events. The Connect-ED system calls parents to notify them of these events. Flyers are sent in a timely manner prior to an event. Events are posted on the electronic marquis located on the south side of the school building, easily visible from the main street. All teachers are trained to meet the social and academic needs of their students. Kindergarten students will be tested with FAIR and FLORIDA KINDERGARTEN READINESS SCREENER (FLKRS). Data from screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments. Students will be tested mid-year with FAIR to determine learning gains in order to make adjustments to the intervention and instructional programs. The office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school year.

## \*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 2012 FCAT 2.0 Reading Test indicate that 29% 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 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (131)	30% ( 136 )

#### 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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test 3rdGrade: Reporting Category 2: Reading Application. Increase the ability to identify the Main Idea/Message (stated and implied), relevant details, chronological order and conclusion/inferences. Grade 4: Literary Analysis Fiction/Nonfiction Text features literary) glossary, heading, charts, graphs, diagrams, illustrations, captions, maps, titles, subtitles. Grade 5: Literary Analysis Plot development Setting Character development Character point of view Problem/solution	Utilize grade-level appropriate text to identify a correct summary statement, essential message, supporting details, text structure such as cause and effect, compare and contrast and chronological order. Increase the use of graphic organizers, to help with the understanding of stated or implied Main Idea and supporting details.  4th Grade: Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.  5th Grade: Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts.	LLT, MTSS/RTI, Administration	Review ongoing classroom and district assessment data to ensure progress is being made on an ongoing basis.	Formative: FAIR, District Assessments  Summative: Results from 2013 FCAT Reading 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (195 )	44% ( 199 )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis. Students need to identify and analyze descriptive and figurative language. Students need to also understand plot development and all of its components.	Increase the use of biographies, diary entries, poetry and drama to expose students to descriptive and figurative language and teach them to identify and interpret elements of story structure within and across texts..	Administration	Review ongoing classroom and district assessments data to ensure progress is being made on an ongoing basis.	Formative: Classroom, FAIR, District Assessments. Summative: Results from 2013 FCAT Reading 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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 80% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (214)	85% (227)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 1% as compared to the 2011 FCAT 2.0 Reading Test. The area of deficiency as noted on the 2012 FCAT 2.0 Reading administration was category 2: Reading Application: Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	Students will focus on identifying Main Idea/Message (implied/stated), relevant and supporting details and summarizing. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	LLT, MTSS/RTI, Administration	Review classroom and district assessment data to ensure progress is being made on an ongoing basis.	Formative: Classroom, FAIR, and District Assessments.  Summative: Results from 2013 FCAT 2.0 Reading 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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 80% of our students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (54)	85% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 15 percentage points as compared to the 2011 FCAT 2.0 Reading Test. The area of deficiency as noted on the 2012 FCAT 2.0 Reading administration was category 1: Vocabulary: Identify shades of meaning in related words.	Analyze and use data to drive individualized instruction for small group.  Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.	LLT, MTSS/RtI and Administration	Review ongoing classroom and district assessments data to ensure progress is being made on an ongoing basis.	Formative: Classroom, FAIR, and District Assessments.  Summative: Results from 2013 FCAT 2.0 Reading 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 #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 66% of students in the Black subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 66% (83)	Black 68% (86)

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 65% of students in the ELL subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (48)	67%(50)

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate that 70% of students in the Economically Disadvantaged subgroup achieved proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(256)	72%(264)

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
Data Analysis of District Assessments	All	Reading Coach	K-5	September 28, November 30, 2012 and January 31, 2013	Evidence of strategies in lesson plans and observation of student performance.	Administration and LLT
Common Core Training (Reading)	All	Reading Coach	K-5	September 19, 2012	Evidence of strategies in lesson plans and observation of student performance.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AR materials	AR books and quizzes	EESAC	\$500.00
			Subtotal: \$500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student incentives for reading achievements and Million Word Club members.	Miscellaneous Rewards	PTA	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$1,000.00</b>

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.		Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in the area on Listening/Speaking on the CELLA assessment.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
50% (135)					
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	Fluency is a major obstacle for English language learners. Students need opportunities to practice listening and speaking in the English language.	Provide daily English Language Learner (ELL) instruction for levels 1 and 2 students in grades 3-5. Use materials with fidelity from the Houghton –Mifflin reading program that support ELL students. Increase use of illustrations and diagrams to reinforce concepts. Provide opportunities for Cooperative Learning (Group Reports/Projects) to improve speaking skills.	LLT, MTSS/RTI and Administration	Monitor fluency of challenging students using FAIR passage	Summative: District baseline and interim tests.  Formative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.
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2. Students scoring proficient in reading. CELLA Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in Reading on the CELLA assessment.
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2012 Current Percent of Students Proficient in reading:

28% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty decoding unfamiliar words and phrases. Students need additional practice with strategies that focus on pre-reading text.	Provide daily English Language Learner (ELL) instruction for levels 1 and 2 students in grades 3-5. Use materials, with fidelity, from the Houghton –Mifflin reading program that support ELL students reading skill growth. Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.  To increase understanding of an unfamiliar story and to illicit story related vocabulary, students will be guided through unfamiliar stories with a "picture walk."	LLT, MTSS/RTI and Administration	Monitor fluency using FAIR passage	Summative: District baseline and interim tests.  Formative: 2013 CELLA Assessment  2013 FCAT 2.0 Reading 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:	Our goal for the 2012-2013 school year is to increase the number of students proficient in writing in English in a manner similar to non-ELL students on the CELLA assessment.
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2012 Current Percent of Students Proficient in writing:

33% (88)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Increase opportunities to use graphic organizers to assist students with organizing thoughts for writing. Increase the sharing of exemplar pieces of writing as models.	Provide students opportunities to use graphic organizers. The use of graphic organizers will provide students with a format to organize related ideas and to maintain focus. Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing. Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality.	LLT, MTSS/RTI, Administration	Monitor fluency using FAIR passage	Summative: District baseline and interim tests.  Formative: 2013 CELLA Assessment  2013 FCAT 2.0 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:	Results of the 2012 FCAT 2.0 Mathematics Test indicate that 35% of the students achieved proficiency Level 3. Our goal for the 2012-2013 school year is to maintain Level 3 proficiency at 35 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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35%(156)	35%(156)
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## 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	<p>According to the results of the 2012 Mathematics FCAT 2.0, the area of greatest difficulty:</p> <p>Grade 3 students: Fractions: develop an understanding of fractions and fraction equivalence</p> <p>Grade 4 students: Geometry and Measurement Develop an understanding of area and determine the area of two-dimensional shapes</p> <p>Grade 5 students: Expressions, Equations and Statistics</p>	<p>Grade 3 students: Engage students in activities to use technology (ie: SuccessMaker) and manipulatives that include visual stimulus to develop conceptual understanding of numbers.</p> <p>Grade 4 students: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.</p> <p>Grade 5 students: Engage students in real world situations that involve the use of equation models to develop problem solving skills.</p>	Administration	Review formative benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: Benchmark assessments; District interim data reports; Authentic student work.</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	N/A
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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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Results of the 2012 FCAT 2.0 Mathematics Test indicate that 38% of the students achieved proficiency Levels 4 and 5. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 proficiency by 1 percentage points to 39%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(173)	39%(176)

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	<p>According to the results of the 2012 Mathematics FCAT 2.0, the area of difficulty for Levels 4 and 5 students:</p> <p>Grade 3 students: Operations, Problems and Statistics. Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.</p> <p>Grade 4 students: Base Ten and Fractions: Relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.</p> <p>Grade 5 students: Geometry and Measurement: Describe three-dimensional shapes and analyze their properties, including</p>	<p>Grade 3 students: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments. Use Florida "GO Math!" Enrichment activities to supplement the curriculum.</p> <p>Grade 4 students: Engage students in activities to use technology that include visual stimulus to develop conceptual understanding of fractions and decimals.</p> <p>Grade 5 students: Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5); these activities should</p>	Administration	Review formative benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: Benchmark assessments; District interim data reports. Authentic student work.</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment</p>

volume and surface area	include the selection of appropriate units, strategies, and tools to solve problems involving these measures.		
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Results of the 2012 FCAT 2.0 Mathematics Test indicate that 71% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase to 76% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(191)	76%(204)

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
According to the results of the 2012 Mathematics FCAT 2.0, the area of greatest difficulty for students was in the reporting category of Algebra.	Provide real world contexts for mathematical exploration and the development of student understanding of mathematical concepts. Increase the use of manipulatives and engaging opportunities. Provide appropriate interventions, and remediation opportunities. Increase opportunities for students to use patterns,	Administration	Following the FCIM, the math departments for grades 3, 4 and 5 will review the results of the quarterly assessments (2012 FCAT 2.0, 2013 Baseline, Winter and Spring Assessments) and will determine the classification of students within differentiated groups. All students will be grouped based on their overall assessment results score (Lowest	Formative: Benchmark assessments; District interim data reports; Student authentic work  Summative: Results from 2013 FCAT Mathematics Assessment

1		models, and real-world relationships as contexts for creating and solving function rules and simple equations through differentiated instruction. Use visual tools to engage students in activities that develop conceptual understanding of equations and functions.	25%, Low-Mid 25%, High-Mid 25%, and Highest 25%). The process of reclassifying students into a higher or lower group will occur on a quarterly basis.  Review formative assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.  Conduct Math Department discussions monthly to attain teacher feedback on effectiveness of the strategy.  Conduct Math Department discussions to attain teacher feedback on effectiveness of the strategy.
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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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(43)	68%(46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Mathematics FCAT 2.0, the area of greatest difficulty for students was Algebra.	<p>Increase opportunities for students to use patterns, models and real-world relationships as contexts for creating and solving function rules and simple equations through differentiated instruction.</p> <p>Use SuccessMaker as a visual tool to engage students in activities that develop conceptual understanding of equations and functions.</p>	Administration	<p>Following the FCIM, the math departments for grades 3, 4 and 5 will review the results of the quarterly assessments (2012 FCAT 2.0, 2013 Baseline, Winter and Spring Assessments) and will determine the classification of students within differentiated groups. All students will be grouped based on their overall assessment results score (Lowest 25%, Low-Mid 25%, High-Mid 25%, and Highest 25%). The process of reclassifying students into a higher or lower group will occur on a quarterly basis.</p> <p>Review formative assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Conduct Math Department discussions monthly to attain teacher feedback on effectiveness of the strategy.</p>	<p>Formative: Benchmark assessments; District interim data reports; Authentic student work; SuccessMaker performance reports</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Assessment</p>

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 #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.	The results of the 2011-2012 FCAT Mathematics indicates that 65% of students in the Black subgroup achieved proficiency.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black: 65% (82)

Black: 68% (86)

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT Mathematics indicate that 72% of students in the ELL subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%( 53)	73%(54)

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT Mathematics indicate that 71% of students in the Economically Disadvantaged subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(260)	72%(264)

Problem-Solving Process to Increase Student Achievement

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

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis Sessions	K-5	Administration	School-wide teachers of Mathematics	September 28, November 30, 2012 and January 31, 2013	Monitor plans discussed at the data meetings.	Administration
Common Core Training (Mathematics)	k-5	Administration	School-wide teachers of Mathematics	September 19, 2012	Evidence of lesson plans and observation of student performance.	Administration

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
Incentives for students making learning gains on assessments.	Certificates, medals and healthy food choice items.	PTA	\$250.00
			Subtotal: \$250.00
			<b>Grand Total: \$250.00</b>

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 2012 administration of the Science FCAT 2.0 33% of students achieved proficiency (FCAT 2.0 Level 3). The expected level of performance for 2013 is 37% achieving proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33%(46)		37%(52)			
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 according to the 2012 FCAT 2.0 Science Test was Earth and Space/Scientific Thinking. Students will engage in inquiry based activities that involve various Earth/Space and Scientific Thinking Benchmarks.	Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Emphasize instruction of the water cycle with an emphasis on process that occur over time (e.g. moon phases, seasons, erosions, weathering, and water cycle).	Administration	Following the FCIM model, after each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data disaggregation of test results to identify benchmarks with unsatisfactory and satisfactory performance. Identify students' performance within those categories and develop differentiated instruction activities to address the different needs through remediation activities. Also conduct mini-assessments and utilize results to drive instruction.	Formative: School-site assessments, 2013 Baseline, Winter and Spring Science Assessments  Summative: 2013 FCAT 2.0 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:	
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 administration of the Science FCAT 2.0, 9% of students achieved FCAT 2.0 Levels 4 and 5. The expected level of performance for 2013 is 10% achieving FCAT 2.0 Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(12)	10%(14)

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	On the 2012 administration of the Science FCAT 2.0 9% of students achieved FCAT 2.0 Levels 4 and 5.  Students need additional engagement in hands on activities.	Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair.  Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.	Administration	Data from school-based assessments and District Interims will be analyzed monthly by the administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.	Formative: School based assessments, 2013 Baseline, Winter and Spring Science Assessments  Summative: 2013 FCAT 2.0 Science assessment.

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis Sessions	K-5	Administration	School-wide teachers of Science.	September 28, November 30, 2012 and January 31, 2013	Monitor plans discussed at the data meetings.	Administration
Common Core Training (Mathematics)	K-5	Administration	School-wide teachers of Science.	September 19, 2012	Evidence of lesson plans and observation of student performance.	Administration

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

# Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing assessment indicate that 84% of fourth graders scored 3.0 or higher.  Our Goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3.0 or higher in writing by 2 percentage points to 86%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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84% (127)	86%(129)
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## 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	During the 2012 FCAT 2.0 Writing Test, fourth graders demonstrated difficulty in narrative writing.  Students need additional practice with editing and revising their work.	Students will be exposed to mentor text, explicit instruction and independent practice. Emphasis will be given to supporting details. Students will conference in pairs with peers and provide feedback on word choice, specificity, depth, relevance and thoroughness. Additionally, the students will conference with the teacher to address additional changes that need to be made.	Administration, the reading coach and members of the LLT will help the classroom teachers analyze student work.	Monthly, the reading coach will assist classroom teachers in analyzing student writing in order to determine their needs and adjust the instruction.	Formative- Monthly writing samples  Summative- 2013 FCAT 2.0 Writing 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 4 or higher in writing.  Writing Goal #1b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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## 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
Writing Instructional Practices: Adding quality details and word choice.	K-5	Reading Coach	School-wide	August 2012- January 2013	Evidence of Writing Strategies in Lesson Plans	Administration

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
Monthly Breakfast with the Principal	Certificates and healthy choice breakfast items	PTA	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

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 year is to increase attendance to 96.73% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.23%(851)	96.73(855)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
179	170
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
231	219

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	Improve the identification of students with a pattern of nonattendance.	Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Committee.  Recognize classes achieving attendance rates of 98% or higher.	Attendance Review Committee Administration	Updates by Administration during faculty meetings.	COGNOS Reports, 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
No Data Submitted						

Attendance Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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		Our goal for the 2012-2013 school year is to maintain the total number of suspensions at 0.			
Suspension Goal #1:					
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			
3		3			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
3		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	It was identified that students did not have familiarity with the Student Code of Conduct and the progression of	Familiarize parents and students with the progression of disciplinary actions as stated in the Code of Student Conduct.	Administration, Guidance Counselor, Community Involvement Specialist	Monitor Parent Contact Log for evidence of communication with parents about inappropriate behavior.	Parent Contact Log, Discipline Action Plan

disciplinary actions.	Contact parents of students who consistently display inappropriate behavior.			
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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
Code of Student Conduct Review	K-5	Counselor	School-wide	August 24, 2012	Monitor suspension reports monthly.	Administration

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: <i>*Please refer to the percentage of parents who</i>	See PIP
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<i>participated in school activities, duplicated or unduplicated.</i>		
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:	
See PIP	See PIP	
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

## 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 the 2012 administration of the FCAT 2.0 Science Assessment there appears to be a need to improve student's knowledge of the scientific process.  Our goal is to increase the number of students participating in the school Science Fair during the 2012-2013 school year. Research has shown that the positive effects of science competitions and science fairs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will benefit from exposure to the steps of the scientific method.	Teach the scientific method resulting with science projects that are able to be entered into the Elementary Science Fair. Projects are aligned to the Next Generation Sunshine State Standards and promote student understanding of scientific research, mathematics, and engineering.	Administration	Science teachers use a rubric to assess projects. Projects not containing the components of the scientific method will be revised.	Science Fair participation and evaluations.

### 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
The Scientific Method	K-5	Ms. McCartney	School-wide	October 31, 2012	Science Fair rubric	Administration

### STEM Budget:

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

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Science Materials for classroom science projects	Science boards, awards, assorted materials	PTA	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

*End of STEM Goal(s)*

## Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AR materials	AR books and quizzes	EESAC	\$500.00
				Subtotal: \$500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student incentives for reading achievements and Million Word Club members.	Miscellaneous Rewards	PTA	\$500.00
Mathematics	Incentives for students making learning gains on assessments.	Certificates, medals and healthy food choice items.	PTA	\$250.00
Writing	Monthly Breakfast with the Principal	Certificates and healthy choice breakfast items	PTA	\$300.00
STEM	Science Materials for classroom science projects	Science boards, awards, assorted materials	PTA	\$200.00
				Subtotal: \$1,250.00
				Grand Total: \$1,750.00

## 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.

No Attachment (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
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Media Center Accelerated Reader books and tests 1500.00 Tutoring for selected students 2000.00 Incentives 550.00	\$4,050.00
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Describe the activities of the School Advisory Council for the upcoming year

Monthly meetings are posted and a listing is visible on the parental bulletin board directly outside the Main Office. The primary activities of the EESAC include data monitoring of District Interim Assessments, monitoring the implementation of the SIP, and the discussion of academic strategies to improve student achievement.

## 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 OJUS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	83%	89%	55%	311	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%	56%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	58% (YES)			123	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					569	
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 OJUS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	80%	90%	54%	305	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	73%	67%			140	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	64% (YES)	70% (YES)			134	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					579	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested