

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EMERSON ELEMENTARY SCHOOL

District Name: Dade

Principal: Maria P. Acosta

SAC Chair: Renee Riu

Superintendent: Alberto M. 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)
Assis Principal	Vivian B. Rodriguez	Elementary ED-BA ESOL-Endorsement Primary ED-Certified ED Leadership-MS Certified	3	9	'12 '11 '10 '09 '08 School Grades A A C C B High Standards-Reading 63 78 53 57 61 High Standards-Math 61 81 57 62 65 Learning Gains- Reading 84 66 60 55 66 Learning Gains- Math 71 62 52 55 65 Gains-R-25% 98 65 63 48 69 Gains-M-25% 81 60 53 47 66
Principal	Maria P. Acosta	French-BA Spanish-BA ESOL-MS Bilingual ED-BA ED Leadership-Certified	14	16	'12 '11 '10 '09 '08 School Grades A A A A B High Standards-Reading 63 78 67 71 76 High Standards-Math 61 81 74 78 83 Learning Gains- Reading 84 66 67 76 66 Learning Gains- Math 71 62 59 72 53 Gains-R- 25% 98 65 72 67 56 Gains-M-25% 81 60 66 69 44

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	Michele Defreitas	Elementary Ed.- BA ESOL- Endorsement Reading-MS- Certified	3	4	'12 '11 '10 '09 '08 School Grades A A A A B High Standards-Reading 63 78 67 71 64 High Standards-Math 61 81 74 78 68 Learning Gains- Reading 84 66 67 76 62 Learning Gains- Math 71 62 59 72 65 Gains-R-25% 98 65 72 67 54 Gains-M-25% 81 60 66 69 69

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. Soliciting referrals for future possible employees 2. Participation in student teaching programs 3. Professional development established to expand leadership/teaching skills of new staff members 4. Mentoring teachers will be assigned to new incoming educators	Principal & Assistant Principal Principal & Assistant Principal Principal, Assistant Principal, & Reading Coach Principal & Assistant Principal	On-going June 2013 June 2013 June 2013	

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	Coursework to complete certification/endorsement

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)	6.7%(2)	40.0%(12)	53.3%(16)	43.3%(13)	96.7%(29)	10.0%(3)	6.7%(2)	80.0%(24)

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

The Title I funds at Emerson Elementary will be used to purchase human resources and/or supplies to provide tutoring or enrichment for students. Services will be provided to ensure students requiring additional remediation are assisted through before, during, and after-school programs. The 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 need 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. Other components that are integrated into the school-wide program include an extensive Bilingual Parent Outreach Program and special support services to special needs populations.

Title I, Part C- Migrant

Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.

Title I, Part D

The Safe and Drug Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors and / or TRUST specialists. Training and technical assistance for elementary, middle and senior high teachers, administrators, counselors and / or TRUST specialists is also a component of this program.

Title II

NA

Title III

Title III funds at Emerson Elementary 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
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers
- Reading and supplementary instructional material

The above services will be provided should funds become available for the 2010-2011 school year and should FLDOE approve the application.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parents, schools and the community. All schools are eligible to receive services and will do so upon identification and classification of the students as homeless. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment attendance and transportation of homeless students.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Violence Prevention Programs Emerson Elementary School will implement the following programs: My Very Own Book About Me Program; Anti-Bullying Schoolwide Campaign; Do The Right Thing Program; Inhouse STAR Program

Nutrition Programs

To safeguard the nutritional integrity and well-being of children through the management of school food service and nutrition education programs consistent with their nutritional needs, by serving nutritionally adequate meals.

To promote nutrition and health education for the formation of good eating habits and good health, recognizing the demonstrated relationship between good nutrition with the capacity of children to learn and develop, and the prevention of chronic disease.

To encourage and promote a unified effort between school personnel and the community to assure an opportunity for adequate nutrition and educational programs for every student.

To establish a positive perception of school food service and nutrition education programs, by serving as the primary source of state-of-the-art information, for the school food service marketplace.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the JM-DCPS Title I parent/Family Survey, distributed to schools by Title I Administration is to be completed by families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Principal
Assistant Principal
General Education Teachers
Exceptional Student Education Teachers
Instructional Coaches
PD Liaison
Student Services Personnel
Technology Specialist
School Psychologist
Speech Language Pathologist

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 Emerson MTSS/RtI Leadership Team will meet biweekly to actively discuss and review the following: Review universal screening data and link to instructional decisions by monitoring and discussing data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk of not meeting benchmarks. The team will analyze resources that will facilitate the implementation of intervention strategies in the classroom to address each student's need. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also meet individually with each grade level, review the data and discuss the resources needed in each individual classroom to achieve success. The team will collaborate on a regular basis to share effective practices and evaluate implementation. The team will network on a regular basis with other schools and fellow educators to ensure implementation of the latest research based assessment tools and other valuable resources.

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Principal: Ensures implementation of intervention support provides adequate professional development to support the MTSS/RtI model and communicates to parents and community the school-based MTSS/RtI plans.

Assistant Principal: Provides appropriate instructional feedback based on Leadership Meeting discussions of data trends. Monitors data collection activities and assists in data analysis to ensure data-based instructional planning.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrated Tier 1 materials/instruction with classroom instruction.

Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches (Reading, Mathematics and Science): Develop and evaluate curriculum and intervention approaches, as well as, analyze data, identify appropriate evidence based intervention of and create a plan of action based on the findings. Meet with administration, specialists and classroom teachers to share plans of action around specific trends seen in the data. Work to increase the instructional density in the individual classrooms.

PD Liaison: Provides and facilitates professional development opportunities for teachers targeting data analysis, data based instructional planning and facilitation of the focus calendars. Technology Specialist: Provides professional development and technical support to teachers and staff regarding data management and display.

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

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions they ensure they continue to link child serving

and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in the collection, interpretation and analysis of data. Provides support with intervention fidelity and assistance with OPM (On-going Progress Monitoring).

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

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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving.

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 meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and

3. providing a network of ongoing support for MTSS/RTI organized through feeder patterns.

Describe the plan to support MTSS.

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The implementation of an MTSS/RTI system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes.

Building Principal Leadership skills specific to the implementation and support of MTSS/RTI include:

1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.
2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to frame their decisions within the context of student or other relevant data.
3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.
5. Facilitates the development of instructional schedules based upon student needs
6. Ensures that instructional/intervention support is provided to all staff.
7. Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
8. Establishes a system of communicating student outcomes across the professional staff and with students and their parents.
9. Creates frequent opportunities to celebrate and communicate success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

M. Acosta, Principal
V. Rodriguez, Assistant Principal
Michele Defreitas, Instructional Coach
Yurien Mata, Instructional Coach
Grade Level Team Leaders

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

The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. The LLT meets once a month to interpret grade level assessment data, incorporate literacy across the curriculum, plan literacy activities, and coordinate intervention services. The LLT also provides direction on instructional procedures/modeling for all grade levels.

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

- Build a strong team of teachers and parents willing to set goals and plan a year-long literacy focus calendar of activities and events.
- Involve parents and the community in promoting literacy beyond the schoolhouse.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school 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 in 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. Parent workshops offered through the

Parent Academy will provide the opportunity for further clarification of the Pre-Kindergarten programs, their importance in creating a bridge between preschool and kindergarten.

At Emerson Elementary School in preparation for a smooth transition to elementary school programs, students are exposed to the kindergarten environment by visiting and interacting with the kindergarten and first grade classes. This takes place during recess and other indoor class activities. Parents are also given the opportunity to learn about the kindergarten curriculum by attending a transitional open house at the beginning of the school year. The highly qualified classroom teacher and paraprofessional use the LAP-D and PELI to assess student readiness and implement learning strategies. Anecdotal observations based on the Florida Early Learning Standards and Development Standards for four year olds as well as the social development of preschoolers. At Emerson Elementary, the HMH and the High Scope comprehensive curriculum is implemented in the Title I funded pre-kindergarten program.

The assessments used to determine basic academic skill development and academic school readiness of incoming students is the Florida VPK Assessment.

The data will be used to plan daily academic and social instruction for all students as well as for groups of students or individual students who may need intervention beyond core instruction. Academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. All outgoing Pre-Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. All students are assessed in the areas of mathematics, Oral Language, Print/Letter Knowledge, and Phonological Awareness. The students will be reassessed mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

*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.

NA

*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?

NA

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?

NA

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

NA

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 2.0 Reading Test indicated that 27% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain our percentage of 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (51)	27% (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 as noted on the results of 2012 administration of the FCAT 2.0 Reading Test was Reading Application. Students require the ability to utilize critical thinking strategies needed to locate, interpret and organize	Students should be able to identify the characteristics of reliable and valid information or other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.	MTSS/RTI	Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary. (Student data binders)	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0
2					

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
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:	As demonstrated by the 2012 FCAT, 36% of our students achieved proficiency in Reading. Our goal for the 2013 FCAT is to increase the percentage of students by one percent to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (70)	37% (71)

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 in the results of the 2012 FCAT Assessment, students need to demonstrate improvement in the area of informational text / research process. Students need additional exposure to computers in order to access informational text and conduct research on such topics.	Students will be provided with 30 minute access to the computer lab where they will be allowed to conduct guided research on previously selected topics	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0

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:	As demonstrated by the 2011 administration of the FCAT, 66% of the students achieved Learning Gains in Reading. Our goal for the 2012 FCAT is to increase performance of students making Learning Gains in Reading by 5 percentage points to 71%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (69)	71% (74)

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 in the results of the 2012 FCAT Assessment, students need to demonstrate improvement in the area of informational text / research process. Students need additional exposure to computers in order to access informational text and conduct research on such topics.	Students will be provided with 30 minute access to the computer lab where they will be allowed to conduct guided research on previously selected topics.	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0
2					

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
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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:

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 indicated that 98% of students in the lowest 25% made learning gains. Our goal for the 2013 school year is to maintain the lowest 25% achieving learning gains at 98%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (31)	98% (31)

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 Informational Text/Research Process. Students require the ability to interpret graphical information from legends, illustrations, diagrams, charts, etc. and determine the validity of information in text.	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Informational Text/Research Process. Students require the ability to interpret graphical information from legends, illustrations, diagrams, charts, etc. and determine the validity of information in text.	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0
2					

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 decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0 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 2012 FCAT 2.0 Reading Test indicated that the students in the Hispanic subgroup achieved 66%. Our goal for the 2012-2013 school year is to increase percentage points of the non-proficient to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 66%	Hispanic: 69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Hispanic subgroup earned 66%. The area of deficiency as noted on the results of 2012 administration of	Students should be able to identify the characteristics of reliable and valid information or other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0

	the FCAT 2.0 Reading Test was Reading Application. Students require the ability to utilize critical thinking strategies needed to locate, interpret and organize	supporting evidence to teach.			
2					

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 2.0 Reading Assessment indicate that 59% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by 4 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (28)	63% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is in Vocabulary, due to students' limited access to technology at home in order to access on-line Reading resources and tutoring programs.	Provide students with opportunities to identify and explain and define vocabulary in a variety of fictional and non-fictional texts while providing concrete examples through role play and the use of Graphic Organizers.	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0
2					

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 the 2011-2012 FCAT 2.0 Reading Assessment indicate that 28% of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 is to increase student proficiency in the SWD subgroup by 9 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (5)	37% (6)

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 2012-2013 FCAT 2.0 Reading Test indicated that 63% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase 3 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (96)	66% (100)

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 administration of the 2012 FCAT 2.0 Reading Test, the Economically Disadvantaged subgroup achieved a Level 63%. Appropriate and timely placement of students in interventions has been an obstacle.	Utilizing data to identify students' weaknesses to place tier 2 and 3 students in appropriate interventions, including Voyager and in house tutorial groups within the first two weeks of the 2012-2013 school year and monitor monthly	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0
2					

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
EduSoft	3-5 reading, mathematics and science	Reading Coach	Teachers	September 26, 2012	Walk Throughs, Observations	Administration
Differentiated Instruction	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	October 26, 2012	Independent and Differentiated Instruction Activities, Classroom Observation, Data Chats, Planning Meetings	Administration, PD Facilitator/ Reading Coach, Grade Level Team Leaders

Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach
Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach
Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach
Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach
Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach
Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach
Success Maker	K-5	PD Facilitator/Reading Coach	K-5 Reading Teachers	November 6, 2012	Monitoring Weekly Reports	Administration, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	2 Voyager tutors	Title I	\$42,000.00
			Subtotal: \$42,000.00
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: \$42,000.00

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 2011-2012 CELLA indicate that 49% of students achieved proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase student proficiency in Listening/Speaking by 1 percentage point to 50%.
2012 Current Percent of Students Proficient in listening/speaking:	

49% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students primarily engaging in conversations in their native language instead of English.	Teacher will use simple, direct language and provide students with opportunities in the classroom to engage in various types of conversations in their non-native language in order to provide meaningful language practice.	Administration Literacy Leadership Team MTSS/RTI	Administrative walk throughs. Review of on-going classroom assessments for adjustment of lesson plans. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies	Formative: Classroom assessments, Teacher observation Summative: 2013 CELLA

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 2011-2012 CELLA indicate that 34% of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase student proficiency in Reading by 1 percentage point to 35%.

2012 Current Percent of Students Proficient in reading:

34% (48)

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	Due to their lack of confidence with the English language, students do not participate in enough read aloud activities in the classroom.	Incorporate the use of Choral Reading within the classroom during read aloud time and provide students with a variety of Reading sources in order to enhance oral practice, literacy and comprehension.	Administration Literacy Leadership Team MTSS/RTI	Administrative walk throughs. Review of on-going classroom assessments for adjustment of lesson plans. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Classroom assessments, Teacher observation and Reading Plus usage reports, Student work samples Summative: 2013 CELLA

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 2011-2012 CELLA indicate that 34% of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase student proficiency in Writing by 1 percentage point to 35 %.

2012 Current Percent of Students Proficient in writing:

34% (48)

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	Infrequent opportunities for students to engage in vocabulary development and interactive writing.	Incorporate a schoolwide vocabulary incentive program and the use of dialogue journals in the classroom for written conversation to allow regular communication between teacher and student to develop writing skills.	Administration Literacy Leadership Team MTSS/RTI	Administrative walk throughs. Review of District Pre/Post Writing Assessments. Score and provide feedback on writing samples to monitor progress. Review of on-going student writing samples and journals.	Formative: District Pre/Post Writing Assessment, Scored student writing samples, Writing journals, Dialogue Journals Summative: 2013 CELLA

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
ELL Tutoring Academy will target ELL students in grades 3-5 performing below grade level.	Hourly tutors	Title III	\$3,250.00
			Subtotal: \$3,250.00
			Grand Total: \$3,250.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011 – 2012 FCAT Mathematics 2.0 Test indicated that 33% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students' proficiency by 3 percentage points of non-proficient to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (63)	36% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement. Students require additional time and opportunities for applying real life connections to Geometric and Measurement abilities.	Students will be provided with opportunities to utilize geometric functions such as rotations, translations and reflections as well as plenty of opportunities for measuring different objects	MTSS/RTI	Student Journals EduSoft Data from IA Teacher observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0
2	One of the areas of deficiency in grade 5 as noted on the 2012 administration of the FCAT 2.0 Science Assessment was Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.	Ensure that instruction in grade 5 includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Classroom Assessments, Teacher observations, Interim Assessments, Science Journals, Science Fair entries 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 mathematics. Mathematics Goal #2a:	The results of the 2011 -2012 FCAT 2.0 Mathematics Test indicated that 28% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year, is to increase levels 4 and 5 student proficiency by 2 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (54)	30% (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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the content cluster category of Number: Fractions. Students require the ability to demonstrate the understanding of parts to a whole and equivalent fractions through hands-on lessons and utilization of manipulatives.	Provide students with ample opportunities for mathematical exploration through cooperative groups and the development of student understanding of concepts of fractions supporting the use of manipulatives and engaging opportunities for practice. Engage students in technology activities (Gizmos and Riverdeep) that include visual stimulus to develop conceptual understanding of fractions.	MTSS/RTI	Student journals Student work folders Gizmos RiverDeep EduSoft data	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0
2	One of the areas of deficiency in grade 5 as noted on the 2012 administration of the FCAT 2.0 Science Assessment was Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.	Ensure that instruction in grade 5 includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Classroom Assessments, Teacher observations, Interim Assessments, Science Journals, Science Fair entries 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 mathematics. Mathematics Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 100% of students in grades 3-5 achieved a Level 7 or higher proficiency in mathematics.
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	Student limited ability to read and comprehend basic mathematical skills.	Provide student with lessons that build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension, which will assist with mathematics comprehension.	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0
2	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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicated that 71% of students made learning gains. Our goal for the 2012-2013 school year, is to increase student achieving learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Approximately 71%	Approximately 76% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the content cluster category of Numbers and Operations. Students require the ability to demonstrate the understanding of number and operations concepts and develop reasoning in order to solve problems using appropriate mathematical	Engage students in activities to use technology (such as Gizmos, Riverdeep or the National Library of Virtual Manipulative) that include visual stimulus to develop conception understanding of numbers	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0

operations.			
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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
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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 81% of students in grades 3-5 in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase grades 3-5 students in the lowest 25% achieving learning gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (26)	86% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was in Reporting Category 3: Geometry and Measurement due to the lack of instructional emphasis on targeting and meeting the needs of these students	Identify and target students not making learning gains and provide remediation through the use of computer assisted programs (SuccessMaker, and Riverdeep), tutorial services, differentiated instructional groups and conducting data chats with students and teachers. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building,	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0

		drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects	
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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 is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.					
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:	As demonstrated by the 2011 administration of the FCAT, 76% of the Hispanic Subgroup made Adequate Yearly Progress. Our goal for the 2012 FCAT is to increase the Hispanic Subgroup's performance by 2 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (129)	78% (133)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was in Geometry and Measurement due to students' limited understanding of the Geometry and Measurement concepts in the English language which has impeded student growth.	Provide real life contexts for mathematical explorations and develop student understanding through the supports of manipulatives, oral discussions, and demonstrations. Provide the instructional support needed for students to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in the primary grades in order to prepare and support the intermediate grades.	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 51% of students in grades 3-5 in the English Language Learner (ELL) subgroup achieved proficiency. Our goal is to increase grades 3-5 student proficiency in the ELL subgroup by 7 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (28)	58% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was in Geometry and Measurement due to students' limited understanding of the Geometry and Measurement concepts in the English language which has impeded student growth.	Provide real life contexts for mathematical explorations and develop student understanding through the supports of manipulatives, oral discussions, and demonstrations. Provide the instructional support needed for students to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in the primary grades in order to prepare and support the intermediate grades.	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0
2	Our ELL students lack the skills required in order to attain skills in geometry, as evidenced by the 2011 FCAT. Intervention and enrichment activities and programs are in the English language. Targeted students lack the ability to fully comprehend services offered.	Mathematics intervention will be offered in dual language to crucial students. Through Differentiated Instruction and other intervention strategies, ELL students will receive the resources needed in order to attain skills and strategies needed to succeed.	Rtl Team	Data tracked through EduSoft used in Progress Monitoring Assessments.	Formative: District Interim Assessments School Based Benchmark Assessments Summative: 2012 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 39% of students the SWD subgroup achieved proficiency. Our goal is to increase proficiency in the SWD subgroup by 2 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (7)	41% (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
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1	One of the areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics administration was Geometry and Measurement due to limited opportunities to provide SWD students with small group instruction in the inclusion setting.	Increase the frequency of small group instruction for the SWD subgroup in the Inclusion Mathematics classes. During small group instruction students will utilize manipulatives to find the area and perimeters of two dimensional figures	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0
2	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is in Informational Text and Research Process due to limited opportunities to provide SWD students with small group instruction in the inclusion setting	Increase the frequency of small group instruction for the SWD subgroup in the Language Arts classes. During small group instruction students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	MTSS/RTI	Ongoing classroom assessments Student Journals Observations	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Reading FCAT 2.0

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 2.0 Mathematics Assessment indicate that 61 % of students in grades 3-5 in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase grades 3-5 student proficiency in the ED subgroup by 5 percentage points to 66% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (93)	66% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was in Geometry and Measurement due to students' limited access to technology at home in order to access on-line mathematics resources and tutoring programs.	Implement a computer lab schedule in order to provide students with opportunities to utilize virtual manipulatives to explore and develop foundations for understanding perimeter, area, volume, and surface area.	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring	Formative: Interim Assessments, Classroom assessments, Teacher observation, Journals Summative: 2013 Mathematics FCAT 2.0
2	As noted on the 2010 FCAT Mathematics Test, the ED student subgroup made Adequate Yearly Progress through the Growth Model. Appropriate and timely placement of ED students in interventions has been an obstacle.	Identify all ED students, place in appropriate interventions and monitor student progress using data.	Rtl Team Administrator	The Leadership Team will meet monthly to monitor student progress and the effectiveness of interventions.	Formative: District Interim Assessments School Based Benchmark Assessments Summative: 2011 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	2-5 Math	Inst. Coach	2-5 grade teachers	October 26, 2012	Classroom Walkthroughs	Administration
Differentiated Instruction	K-5	Mathematics Leader, Professional Development Liaison	School wide	January 18, 2013	Classroom visits Model Lessons	Administration, Mathematics Leader

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT 2.0 Science Assessment indicate that 35% of students in grade 5 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase grade 5 Level 3 student proficiency by 4 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

35% (23)			39% (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	One of the areas of deficiency in grade 5 as noted on the 2012 administration of the FCAT 2.0 Science Assessment was Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.	Ensure that instruction in grade 5 includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Classroom Assessments, Teacher observations, Interim Assessments, Science Journals, Science Fair entries 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT 2.0 Science Assessment indicate that 17% of students in grade 5 achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase grade 5 Level 4 and 5 student proficiency by 1 percentage point to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (11)	18% (12)

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	One of the areas of deficiency in grade 5 as noted on the 2012 administration of the FCAT 2.0 Science Assessment was Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.	Ensure that instruction in grade 5 includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion	MTSS/RTI	Administrative walkthroughs. Review of on-going classroom assessments for progress monitoring.	Formative: Classroom Assessments, Teacher observations, Interim Assessments, Science Journals, Science Fair entries 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:	
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

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
Gizmos Training	K-5	Science Liaison	K-5 teachers	February 1, 2013	Gizmos report reviews conducted monthly	Administration and Science Liaison

Science Budget:

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:	The results of the 2011-2012 FCAT 2.0 Writing Assessment indicate that 87% of students in grade 4 scored a 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage students in grade 4 scoring a Level 3 or higher from 87% to 89 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (55)	89% (56)

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 implementation of a school-wide writing plan will ensure students achieve at their fullest potential.	Kindergarten through 5th grade teachers in conjunction with the reading coach will create a writing plan that will be implemented throughout all the grade levels and areas of the curriculum in order to reinforce and strengthen writing skills.	RTI Team	An FCAT Pre and Post Test will be administered for both Narrative and Expository Writing practice utilizing a rubric scoring system.	An FCAT Pre and Post Test will be administered for both Narrative and Expository Writing practice utilizing a rubric scoring system.
	Students demonstrate a deficiency in conventions of writing due to limited opportunities for	Provide opportunities for students to use revising/ editing chart and conferencing with teachers for	MTSS/RTI	Administrative walkthroughs. Review of District Pre/Post Writing Assessments. Score and provide	Formative: District Pre/Post Writing Assessment, Scored student

2	grammar instruction.	capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Provide students with daily bell ringers involving proper use of grammar in writing.		feedback on writing samples to monitor progress. Review of on-going student writing samples and writing journals. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	writing samples, Writing journals Summative: 2013 FCAT 2.0 Writing 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring
		Process Used to Determine Effectiveness of Strategy
		Evaluation Tool
No Data Submitted		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing training	Grades 2-4	Reading Coach	Teachers in grades 2-4	November 6, 2012	Walkthroughs and school wide Writing Mock Testing	Administration and Reading Coach

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 2012-2013 is to increase attendance to 97.39% to 96.89%. To decrease the number of students with excessive absences (10 or more) from 78 students to 74 and decrease excessive tardies (10 or more) from 70 to 67.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.89%	97.39%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
78	74
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
70	67

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 and parents lack of familiarity with the District and school attendance policy and procedures. Teachers do not enforce the schools tardy policy by allowing students into their classrooms and not marking them	Review attendance/tardy policy and procedures with students during grade-level assemblies, provide parents with attendance/tardy policy and procedures, and provide incentives for students with perfect attendance. Identify and monitor	MTSS/RTI/REGISTRAR	Monitor daily attendance bulletin, COGNOS Attendance Reports and Tardy reports.	Attendance Bulletin, Tardy reports

tardy.	students with excessive absences and contact parents when student has excessive absences from school. Provide incentives for students with perfect attendance.			
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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
Attendance Procedures and School-wide Tardy Policy	ALL	Assistant Principal	All Faculty	Opening of School Faculty Meeting August 17, 2012	Review of daily attendance bulletin and tardy report	Administrative Team, Attendance Clerk

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 maintain the total number of suspensions at 0.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infrequent and inconsistent utilization of the Positive Behavior Support System in order to reinforce positive and appropriate student behaviors.	Develop a school-wide incentive program to reward students who exhibit positive and appropriate behaviors.	Administrative Team, PBS Team, PBS Team Leader, Counselors, MTSS/RtI Team	Monitor the proper implementation of the PBS System. Increased number of SPIRIT Positive referrals.	COGNOS Suspension Reports

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

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

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

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:		During the 2012-2013 school year, Parental Involvement will increase by 2% from the previous school year.		
<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:		
22% (88)		24% (96)		
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		Increase student participation in the Florida Science and Engineering Fair by 2%.			
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	Lack of opportunities for students to work on Science Fair projects in class during instructional time.	Science Teachers will provide after-school support to students who require assistance with their Science Fair project.	Administrative Team, Science Department Chair	Teacher will maintain a log of students who participate in the after-school support program. Student participation in District and school-site Science Fair.	Formative: An increase of student entries at the Science Fair Summative: 2013 FCAT 2.0 Science and Mathematics Assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

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
Reading	Tutoring	2 Voyager tutors	Title I	\$42,000.00
				Subtotal: \$42,000.00
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
CELLA	ELL Tutoring Academy will target ELL students in grades 3-5 performing below grade level.	Hourly tutors	Title III	\$3,250.00
				Subtotal: \$3,250.00
				Grand Total: \$45,250.00

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 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase library books.	\$3,000.00

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

The School Advisory Council (SAC) has an important function for the success of Emerson Elementary School. Listed below are some of the functions of the SAC.

- Assist in the development of the School Improvement Plan (SIP) and monitor the implementation of the SIP
- Provide funding for student academic incentives and supplemental instructional materials
- Assist the school to create and analyze school climate surveys
- Provide input and feedback on school academic programs and services
- Provide opportunities for parental involvement

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 EMERSON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	88%	77%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	62%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	60% (YES)			125	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					577	
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 EMERSON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	84%	94%	67%	323	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	64%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	80% (YES)	67% (YES)			147	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					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested