

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: MERRILL ROAD ELEMENTARY SCHOOL

District Name: Duval

Principal: Jennifer T. Gray

SAC Chair: Pete Ison

Superintendent: Edward Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jennifer T. Gray	Educational Administration, Masters of Education, Bachelors of Science Degrees. Certified K-12 Educational Leadership, K-6 Elementary Education	3	11	Principal of Merrill Road Elementary (K-2) in 2011-2012: Grade A (feeder school to Don Brewer Elementary), Reading Proficiency: 64%; Math Proficiency: 70%, Writing Proficiency: 89%, Science Proficiency: 44%, Reading Gains: 72%, Math Gains: 71%, BQ Reading Gains: 74%, BQ Math Gains: 61%, Reward School Principal of Merrill Road Elementary (K-2) in 2010-2011: Grade B (feeder school to Don Brewer Elementary), Reading Proficiency: 81%, Math Proficiency: 82%, Writing Proficiency: 63%, Science Proficiency: 53%, Reading Gains: 67%, Math Gains: 67%, BQ Reading Gains: 48%, BQ Math Gains: 72%, AYP: 85%; Subgroups Not Making AYP in Reading and Math: Total (75% in Reading, 78% in Math); Economically Disadvantaged (69% in Reading, 72% in Math); Black (66% in Reading, 71% in Math) Assistant Principal of Landmark Middle School in 2006-2010: 8th Grade House Administrator, Grade A. Reduced

					disciplinary incidents and SESIR violations.
Assis Principal	Cynthia Bartley	A.S. General Education, Bachelors of Science Degree in Elementary Education, Masters of Education in Educational Leadership	7	7	Assisted in leading Merrill Road Elementary School to a school grade of "B" during the 2010-2011 school year. Assisted leading Merrill Road Elementary School to an "A" from 2005-2010.

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.

	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)
No data submitted					

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	Teacher Induction Program	PDF, Principal, Asst. Principal	June, 2013	
2	Mentor Program	Principal, Asst. Principal, District Cadre	June, 2013	
3	Coaching Cycles (CLC) Two 8-week lesson studies will be conducted	Principal, Asst. Principal, Schultz Center Coach	May, 2013	
4	DIG - Differentiated Instruction Groups	Principal, Asst. Principal	May, 2013	
5	PLCs - Professional Learning Communities	Principal, Leadership Team	June, 2013	
6	Vertical Planning	Principal	June, 2013	
7	Focus Walks	Principal, Asst. Principal	June, 2013	
8	Team interviews of applicants	Principal, Asst. Principal, Leadership Team	June, 2013	
9	Team Teaching	Principal	June, 2013	
10	Modeling of Lessons	Leadership Team	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
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
59	6.8%(4)	18.6%(11)	45.8%(27)	28.8%(17)	28.8%(17)	79.7%(47)	6.8%(4)	1.7%(1)	42.4%(25)

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
Jennifer Correa	Brandi McKinsey	Kindergarten Teachers on the same team, shared common core expectations, CET Trained, Ranch Leader, Classroom Proximity	Classroom visits, Weekly meetings (Ranch and Grade Level), Professional Development opportunities for both, On-going communication and support, Paring will provide Ms. McKinsey with support to our "Mustang Style."
Teri Hargett-George	Courtney Prewitt	Pre-K ESE Teachers, Shared expectations, Ranch Leader, CET Trained	Classroom Visits, Weekly Meetings, Professional Development opportunities, for both, On-Going Communication
Darla Shiell	Darcy Lavis	First Grade teachers on the same team, Shared common core expectations, CET Trained, Previous Ranch Leader, Classroom Proximity	Classroom visits, Weekly meetings (Ranch and Grade Level), Professional Development opportunities for both, On-going communication and support
Kathryn Henson	Melissa Parker	First Grade Teachers on the same team, shared common core expectations, CET Trained, classroom proximity, similar professional backgrounds	Classroom visits, Weekly meetings (Ranch and Grade Level), Professional Development opportunities for both, On-going communication and support
Courtney Mizell	Janet Heartsill	Cross grade level teachers, ESE inclusion experience to share, CET Trained,	Classroom visits, Weekly meetings (Ranch and Grade Level), professional development opportunities for both, on-going communication and

		Previous ranch leader	support
Melissa Henderson	Lindsey Rice	Second grade teachers on the same grade level, shared common core expectations, CET Trained, Ranch leader, Classroom proximity	Classroom visits, Weekly meetings (Ranch and Grade Level), Professional Development opportunities for both, on-going communication and support

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Jennifer T. Gray (Principal) - Administrator
- Cynthia Bartley (Assistant Principal) - Administrator
- Erin Anthony (ESE Liaison) – ESE Resource
- Jennifer Correa (Kindergarten Teacher) – Classroom/Inclusion Resource
- Kayla Bowes (First Grade Teacher) – Classroom Resource
- Janet Heartsill (Second Grade Teacher) – Classroom/Inclusion Resource
- Linda Gordon (Second Grade Teacher) – Classroom/Inclusion Resource
- Faleeta Acoff (School Psychologist) – District School Psychologist
- Kathy McQueen (Guidance Counselor) – Guidance Counselor

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?

1. Serve as a resource to faculty and staff regarding the RtI process, best practices, and data disaggregation.
2. Attend all district training opportunities and bring pertinent information back to the school community to better meet the individual needs of our students.
3. Meet on a regular basis to review and disaggregate data. Take information gained from these meetings back to the staff and provide assistance in addressing the needs identified through this process.
4. Monitor and assist in the implementation of the three-tiered RtI model within our school community.

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

The members of the RtI Leadership Team will continue to work as an integral part of our school community. By meeting on a regular basis and reviewing data, these individuals will discuss trends and apparent gaps. Through professional discussion, these individuals will work to provide assistance to the school community to address trends and any possible gaps in achievement, so that we are continuing to meet the individual needs of our students. This work will be constant, in that as we identify areas of need, we implement strategies and assess their effect through data disaggregation.

The members of the RtI Leadership Team will meet with the School Advisory Council (SAC) and Principal to help monitor implementation of the SIP. The team will provide data on: Tier 1, 2 and 3 targets; academic and social/emotional areas that need to be addressed; will establish clear expectations for instruction (Rigor, Relevance, Relationships); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and align process and procedures.

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.

A universal screening system is in place for assessment of all students. There is differentiated support within the Tier 1 program with process monitoring of students within the core program. Tier 2 supplemental interventions are implemented for students performing one grade level below and those not meeting grade level expectations. There is progress monitoring within the supplemental intervention. Tier 3 intensive interventions are provided for students who are two or more grade levels below expectations. There is also progress monitoring within the intensive intervention.

The following assessments are used to determine student needs and monitor progress in addition to Progress Monitoring Assessments (PMA) and teacher checkpoints:

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Diagnostic Reading Assessment (DRA2), Florida Assessment for Instruction in Reading (FAIR), Math enVisions and Investigations assessments, District Benchmark Assessments.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment (DRA2), Math Benchmark Assessments

End of Year: FAIR, DRA2, Math Benchmark Assessments, enVisions/Investigations Summative/End of Year Assessments

Describe the plan to train staff on MTSS.

Professional Development will be provided through professional learning communities with small sessions which occur throughout the year. Two PD sessions entitled, "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" which took place last fall. The RtI facilitator will work closely with Administration. The RtI facilitator will train the faculty and staff during early dismissal professional development training. The RtI facilitator will keep the RtI Leadership Team informed of the district implementation process as it unfolds throughout the year.

Describe the plan to support MTSS.

As included within the professional development plan for our team members, the team will continue to be supported through a variety of ways. During monthly meetings, conversations regarding data and trends throughout the school will provide the team members with vital information regarding the needs of our students and our staff. As we continue to train the members on appropriate interventions to provide support for our students throughout the tiers, opportunities to identify areas for continued training and support will be provided. In each instance, discussions will occur regarding where we are in the process and to ensure the learning/the growth has occurred. Through this reflection, additional support may be provided to meet the individual needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Jennifer Gray (Principal)
- Cynthia Bartley (Assistant Principal)
- Ashley Hines (Kindergarten Teacher)
- Jennifer Correa (Kindergarten Teacher)
- Kathryn Burghardt (First Grade Teacher)
- Kayla Bowes (First Grade Teacher)
- Lindsey Rice (Second Grade Teacher)
- Teri Bowen (Second Grade Teacher)
- Erin Anthony (ESE Liaison)
- Teri Hargett-George (Pre-K/ESE Liaison)

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

The school-based Literacy Leadership Team (LLT) will meet on a monthly basis to monitor and assess our growth, trends, and any gaps identified through the disaggregation of data. Through on-going communication with our RtI Leadership Team, we will work to identify best practices and provide assistance to our school community to better meet the individual needs of our students. We will work with our staff to ensure successful implementation of our core curriculum and provide assistance, as needed, to guide instruction and curricular decisions. Our focus will be on rigor and providing resources to ensure student achievement.

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

Based upon our FCAT data, our primary goals for the 2010-2011 school year will focus upon addressing the achievement gains of our identified subgroups. Through tailoring instructional strategies within our DA-SIP, we will strive address gaps, provide rigor and focus on continued achievement in these identified areas. This will be done through continued monitoring of data, disaggregation of this data within all professional learning communities, and professional development opportunities.

In addition, the LLT will work with key staff members to guide the unpacking of the Common Core State Standards. In doing so with a focus on the literacy components, the team will also work with staff to assist in providing additional professional development opportunities to ensure individual needs are being met. District level PLCs will be used to share key best practices (i.e. text complexity, text dependent questions) and members of the LLT will assist in multiplying the learning to ensure these best practices are shared across the campus.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013, 25% (125) of students will score at Achievement Level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (82) of students scored Achievement Level 3 in reading.	In 2013, 25% (125) of students will score Achievement Level 3 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge	Utilize guided reading groups	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading log, Conferences with colleagues (assessment results), Analyze class, school-wide and individual DRA2 data each quarter, Teacher-created assessments	FCAT results, Observations by administration, Focus Walks of readers' workshop, Guided reading observations, Teacher self-assessment, Guided Reading lesson plans, Data notebook, Conference Logs
2	Lack of prior knowledge	Facilitate student-teacher independent conferences	Principal, Assistant Principal, Teachers	DRA2	Conference Logs
3	Lack of prior knowledge	Provide student access to leveled texts	Teachers	Reading assessments	Guided Reading lesson plans and observations
4	Lack of prior knowledge	Utilize core curriculum	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading log, Conferences with colleagues (assessment results), Analyze class, school-wide and individual DRA2 data each quarter, Teacher-created assessments	FCAT results, Observations by administration, Focus Walks of readers' workshop, Guided reading observations, Teacher self-assessment, Guided Reading lesson plans, Data notebook
5	Low parent involvement	Continue literacy night and literacy week	Principal, Assistant Principal, Literacy Committee Members	Parent Attendance and Participation	Attendance Logs
6	Low parent involvement	Continue Ready to Learn nights	Principal, Assistant Principal, RTL Teacher Coordinator	Parent Attendance and Participation	Attendance Logs
7	Excessive absences/tardies	Continue "Million Word Campaign"	Teachers	Focus on "Million Word Campaign" during Reader's Workshop	"Million Word" progress chart

8	Excessive absences/tardies	Continue to implement Walk-to-Read program (cross-curricular activities)	Assistant Principal, Teachers	Grant reporting and review process	Grant Effectiveness Report
9	Lack of prior knowledge	Implement RtI Process for students in need	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessments	Observations by administration, focus walks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013, 43% (215) of students will score at or above achievement levels 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 41% (122) of students will score at or above achievement levels 4 in reading.	In 2013, 43% (215) of students will score at or above achievement levels 4 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low parent involvement	Continue literacy night and literacy week	Principal, Assistant Principal, Literacy Committee	Parent Attendance and Participation	Attendance Logs
2	Need for Individualized Instruction	Utilize guided reading groups	Principal, Assistant Principal, Teachers	DRA2, Reading assessments, FAIR assessments, Reading logs	Observations, Focus Walks, Lesson plan checks
3	Need for Individualized Instruction	Facilitate student-teacher independent conferences	Teachers	Teacher-created assessments, Conferences with colleagues (assessment results)	Observations, Data notebook and conference logs
4	Need for Individualized Instruction	Provide student access to leveled texts	Teachers	Observations of Readers' workshop lessons	Observations, Focus Walks

5	Need for Individualized Instruction	Utilize core curriculum	Principal, Assistant Principal, Teachers	Conferences with colleagues (assessment results), Analyze class, school-wide and individual data each quarter	Observations, Focus Walks
6	Need for Individualized Instruction	Implement and utilize differentiated learning centers	Principal, Assistant Principal, Teachers	DRA2, Reading assessments, FAIR assessment, Reading logs, Teacher-created assessments, Conferences with colleagues (assessment results), Analyze class, school-wide and individual DRA2 data each quarter, Parent surveys, Observations of Readers' workshop lessons	Observations, Focus Walks, Teacher self-assessment, Guided reading lesson plans, data notebook and conference logs
7	Low parent involvement	Reading to Learn nights once a month	Principal, Assistant Principal, Teachers	Parent Attendance and Participation	Attendance Logs
8	Excessive absences/tardies	Develop an attendance team	Guidance Counselor	Individual and school-wide attendance records	Individual and school-wide attendance records

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, 75% (375) of students will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 72% (349) of students made learning gains in reading	In 2013, 75% (375) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge	Guided reading groups	Teachers	DRA2, Reading Assessments, FAIR Assessment, Reading logs	FCAT results, Observations, Guided reading lesson plans
2	Lack of prior knowledge	Student-Teacher independent conferences	Teachers	Conferences with colleagues (assessment results)	Observations, Conference Logs
3	Lack of prior knowledge	Student access to leveled text	Teachers	Reading logs	FCAT results, Observations, Focus Walks
4	Lack of prior knowledge	Use of core curriculum	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading logs, Teacher-created assessments, Conferences with colleagues (assessment results), Analyze class, school-wide and individual DRA2 data each quarter, Parent surveys, Observations of readers' workshop lessons	FCAT results, Observations, Focus Walks, Teacher self-assessment, Guided reading lesson plans, Data notebook and conference logs
5	Lack of prior knowledge	Teacher modeling of skills/strategies at Critical Points of Intervention on DRA assessments and continuum	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading logs, Teacher-created assessments, Conferences with colleagues (assessment results), Analyze class, school-wide and individual DRA2 data each quarter, Parent surveys, Observations of readers' workshop lessons	FCAT results, Observations, Focus Walks, Teacher self-assessment, Guided reading lesson plans, Data notebook and conference logs
6	Low parent involvement	Promote literacy and educate families during annual literacy week and literacy night	Principal, Assistant Principal, Literacy Committee Members	Parent attendance and Participation	Attendance Logs
7	Low socio-economic status	Continue Ready to Learn nights	Principal, Assistant Principal, RTL Coordinator	Parent Attendance and Participation	Attendance Logs
8	Excessive absences/tardies	Continue "Million Word Campaign"	Principal, Assistant Principal, Teachers	Focus on "Million Words" during Readers Workshop	"Million Word" Progress Chart
9	Excessive absences/tardies	Continue to implement Walk-to-Read program (cross-curricular activities)	Principal, Assistant Principal, Teachers	Grant Reporting and Review Process	Grant Effectiveness Report
10	Lack of prior knowledge	Implement RtI Process for students in need	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR Assessments, Math Benchmark testing	Assessment data
11	Low parent involvement	Weekly take home books and logs	Teachers	Book Logs	Reading Logs
12	Excessive absences/tardies	Quarterly perfect attendance achievement incentives	Principal, Assistant Principal, Teachers	Individual and school-wide attendance reports	Individual and school-wide attendance reports

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.

Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, 77 % (96) of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 74% (90) of students in the lowest 25% made learning gains in reading.	In 2013, 77% (96) of students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge	Guided reading groups and/or independent conferencing daily	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading logs, Teacher-created assessments, Conferences with colleagues (assessment results), analyze class, school-wide and individual DRA2 data each quarter, Observations of readers' workshop lessons	Observations, Focus Walks, Teacher self assessment, Guided reading lesson plans, Data notebook and conference logs, Rtl Logs
2	Lack of prior knowledge	Student-Teacher independent conferences	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading logs, Teacher-created assessments, Conferences with colleagues (assessment results), analyze class, school-wide and individual DRA2 data each quarter, Observations of readers' workshop lessons	Observations, Focus Walks, Teacher self assessment, Guided reading lesson plans, Data notebook and conference logs, Rtl Logs
	Lack of prior knowledge	Student access to leveled texts	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading logs, Teacher-created	Observations, Focus Walks, Teacher self assessment,

3				assessments, Conferences with colleagues (assessment results), analyze class, school-wide and individual DRA2 data each quarter, Observations of readers' workshop lessons	Guided reading lesson plans, Data notebook and conference logs, Rtl Logs
4	Lack of prior knowledge	Use of core curriculum	Principal, Assistant Principal, Teachers	DRA2, Reading Assessments, FAIR assessment, Reading logs, Teacher-created assessments, Conferences with colleagues (assessment results), analyze class, school-wide and individual DRA2 data each quarter, Observations of readers' workshop lessons	Observations, Focus Walks, Teacher self assessment, Guided reading lesson plans, Data notebook and conference logs, Rtl Logs
5	Low parent involvement	Promote literacy and educate families during annual literacy week and literacy night	Principal, Assistant Principal, Literacy Team Committee	Parent Attendance and Participation	Attendance Logs, Parent Survey
6	Lack of vocabulary	Continue "Million Work Campaign"	Principal, Assistant Principal, Teachers	Focus on "Million Words" during Readers' Workshop	"Million Word" Progress Chart
7	Lack of vocabulary	Walk-to-Read program (cross-curricular activities)	Principal, Assistant Principal, Teachers	Grant Reporting and Review Process	Grant Effectiveness Report
8	Lack of fluency and comprehension, students working below grade level	Refine reading instruction through professional development	Principal, Assistant Principal, Teachers	Utilization of adaptations in lesson plans, Team meetings to share knowledge from professional development	Focus Walks, Team Meeting notes, lesson plan checks, Teacher evaluation
9	Lack of resources	Book-in-the-Bag Program	Teachers	Schedule of rotating books for home use	Lesson plans
10	Lack of resources	Consistent phonics program implemented throughout grade level	Principal, Assistant Principal, Teachers	Utilization of phonics program within Readers' Workshop	Focus Walks, Lesson plan checks, Teacher evaluations

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 # In six years, the achievement gap will be reduced by 50% and 85% of students will meet their reading performance target. 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:	In 2013, white students not making satisfactory progress in reading will decrease to 17% (15) and black students not making satisfactory progress in reading will decrease to 38% (31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 19% (17) of white students and 40% (33) of black students did not make satisfactory progress in reading.	In 2013, 17% (15) of white students and 38% (31) of black students will not make satisfactory progress in reading.

White: 19% (17)
 Black: 40% (33)
 Hispanic: n/a
 Asian: n/a
 American Indian: n/a

White: 17% (15)
 Black: 38% (31)
 Hispanic: n/a
 Asian: n/a
 American Indian: 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	Clarity to identify subgroups	Teachers will identify and monitor progress of white and black students in his/her class.	Principal, Leadership Team	Principal, RtI Team and teachers will review target students at data meetings to determine growth or continued areas of weakness.	Student data, student performance on informal and formal assessments.
2	Unaware of effective strategies to utilize to address subgroup	Develop a plan of action for students in the black subgroup who are not proficient	Principal, Leadership Team	Literacy Leadership Team and teachers will review progress of students in these subgroups.	Literacy Leadership Team documentation, student learning plans FCAT results.
3	Text Complexity	Teachers will integrate complex texts into read alouds and provide support/scaffolding for students.	Principal, Assistant Principal, Leadership Team	Lesson plans, Focus walks looking for the use of complex texts and the support that they are providing.	Lesson plans, Focus walk rubrics

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2013, Students with Disabilities (SWD) not making satisfactory progress in reading will decrease to 30% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 34% (12) of Students with Disabilities (SWD) did not make satisfactory progress in reading.	In 2013, 30% (10) of Students with Disabilities (SWD) will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE Students need additional interventions	RtI Block to address the individual needs	Leadership Team, Teachers	Leadership team will monitor and track student achievement data for students within this subgroup.	Attendance and RtI documentation
2	ESE Students need additional interventions	Morning skills block and additional interventions as needed.	Leadership Team, Teachers	Leadership team will monitor and track student achievement data for students within this subgroup.	Attendance and RtI documentation
3	Some students in the Student with Disabilities subgroup are falling behind in reading.	Weekly collaboration with inclusion classrooms.	ESE Teacher, Inclusion Teachers	At quarterly data meetings, teachers and principal will review SWD student data and student performance on both informal and formal assessments.	Student data from informal and formal data
4	Some students in the Students in the Disabilities subgroup are falling behind in reading.	ESE teachers will push in during instruction and pull out students for remediation, as needed	ESE Teacher, Inclusion Teachers	At quarterly data meetings, teachers, instructional coach, and principal will review SWD student data and student performance on both informal and formal assessments.	Student data from informal and formal data
5	ESE Teachers are not always a part of the planning process	Weekly collaborative planning	ESE Teacher, Classroom teachers	Lesson plans, Collaborative meeting notes, focus walks, teacher evaluations	Class monitoring sheets, lesson plans, collaborative planning notes, data results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013, Economically Disadvantaged students not making satisfactory progress in reading will decrease to 34% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% (23) of economically disadvantaged students did not make satisfactory progress in reading.	In 2013, 34% (20) of economically disadvantaged students will not make progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility	identify subgroup and review data in comparison to other subgroups	Principal, Assistant Principal, Guidance Counselor	Principal, MTSS team, teachers will review targeted students at data meetings to determine growth or continued areas of weakness	Student data, student performance on informal and formal assessments
2	Some students are not successful with tier one interventions (core curriculum/instruction)	Tier II and III interventions with students in the subgroup not reaching proficiency	Teachers	CPST and RtI Leadership team, MTSS meetings	assessment results, RtI data
	Low vocabulary	Daily word work	Teachers	Walk-throughs	Focus walk rubrics,

3					lesson plans, formal and informal assessment data
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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
ABCs of Common Core	K-2	Bartley	School-wide	Initial discussion at Early Dismissal meeting in Sept., on-going discussions, unpacking of standards during grade level meetings each week	Focus Walks, Team Meeting discussions, Observations (formal and informal), Lesson plan checks	Bartley/Gray
Further education for teachers with regard to differentiated instruction	K-2	Bartley/Gray	School-wide	Bi-weekly Early Dismissal Meetings	Focus Walks, Analysis of Student work during team meetings, teacher evaluations of training, self-assessments of implementation, lesson plan checks and monitoring	Bartley/Gray
Ranch Level Book Studies	K-2	Bartley/Gray	School-wide	Monthly PLC meetings	Monthly PLC meetings, Focus Walks	Bartley/Gray
Thinking Thursdays	K-2	Bartley/Gray	School-wide	One each semester	Focus Walks, Team Meeting discussions, Observations, Reflection sheets	Bartley/Gray
Alternative resources to help students who are below level	K-2	Bartley/Gray	School-wide	Monthly on Tuesdays	Team Meeting discussions, Teacher evaluations of training, Focus Walks	Bartley/Gray
Additional training and education with regard to RtI	K-2	Bartley/Gray	school-wide	Monthly on Tuesdays/Bi-weekly Early Dismissal Meetings	Focus Walks, Team Meeting discussions, Target/MRT process	Bartley/Gray
Additional behavior strategies teachers can use for disruptive students	K-2	Bartley	School-wide	Monthly on Tuesdays, Bi-weekly Early Dismissal meetings	CHAMPS refresher, Team Meeting discussions, Leadership Team discussions, Teacher Evaluation process	Bartley/Gray

Reading Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly PLCs - Book Studies	Professional Books for each ranch member	Professional Development	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In 2013, 26% (130) students will score at Achievement Level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% (93) of students score at Achievement Level 3 in mathematics.	In 2013, 26% (130) of students will score at Achievement Level 3 in mathematics.

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 prior knowledge	Utilize enVisions data to identify students needing intervention and enrichment.	Principal, Assistant Principal, Teachers	Team meeting notes, Data analysis, Lesson plan checks	Assessments, Conference notes, Focus Walks, Teacher Evaluations, FCAT results
2	Lack of prior knowledge	Increase the use of manipulatives and hands on materials to reinforce math concepts.	Principal, Assistant Principal, Teachers	Team meeting notes, Data analysis, Lesson plan checks	Assessments, Conference notes, Focus Walks, Teacher Evaluations, FCAT results
3	Lack of prior knowledge	Utilize team meetings to discuss implementation of new math series and data disaggregation to ensure curriculum alignment.	Principal, Assistant Principal, Teachers	Team meeting notes, Data analysis, Lesson plan checks	Assessments, Conference notes, Focus Walks, Teacher Evaluations, FCAT results
4	Lack of understanding of Common Core	Unpack benchmarks	Principal, Assistant Principal, Teachers	Team meeting notes, Early Release meetings and agendas	Focus walks, Teacher Evaluations, FCAT results
5	Budget	School level math professional development opportunities	Principal, Assistant Principal, Teachers	Focus Walks, Lesson Plans	Student work
6	Parental Support	Provide parents with strategies and activities for home support	Principal, Assistant Principal, Teachers, Grade Level Committees	Parent attendance for Family Math Night, Homework	Parent/Teacher Conferences, Parent survey for Math Night
7	Lack of prior knowledge	Utilize district math benchmark data to identify students needing interventions and enrichment with RtI and small groups	Teacher, Principal, Assistant Principal	Data analysis, Focus Walks, PLCs, RtI and CPST	Assessments, conference notes, focus walks

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2013, 47% (235) of students will score at or above Achievement Levels 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 45% (218) of students scored at or above Achievement Levels 4 and 5 in mathematics.	In 2013, 47% (235) of students will score at or above Achievement Levels 4 and 5 in mathematics.

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 challenging/enrichment activities	Provide students enrichment opportunities that integrate other subject content areas.	Teacher	Differentiated Lesson Plans	Student Work
2	Lack of challenging/enrichment activities	Utilize enVisions data to identify students needing enrichment.	Teacher	Differentiated Lesson Plans	Student Work
3	Effective use of higher level questioning	Continue to use effective questioning and critical thinking and Webb's Depth of Knowledge.	Principal, Assistant Principal, Teacher	Lesson Plans, Focus Walks, Teacher observations	Student work and dialogue, Teacher evaluation documents
4	Lack of challenging/enrichment activities	Utilize Sunshine Math as a supplemental program provided for enrichment practice in the area of Math.	Classroom Teacher, PTA	Sunshine Math participation	Sunshine Math logs
5	Lack of time to work with high students	Students will serve as peer tutors for other students allowing them the opportunity to practice reciprocal teaching to further their learning.	Teacher	Observations, Focus Walks	Focus Walk Rubrics, observation notes

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.	
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Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, 74% (370) of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 71% (344) of students made learning gains in mathematics.	In 2013, 74% (370) of students will make learning gains in mathematics.

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 remedial support	Plan targeted intervention for students not responding to Math core. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core.	Principal, Assistant Principal, Teachers	Intervention Logs, Student Participation, Focus Walks, Classroom Observations, Volunteer Logs	District Benchmark Assessments, Assessments from core, student work, performance tasks
2	Parent support	Provide parents with strategies and activities for home support (Math Night)	Teachers, Grade Level committee	Parent attendance for Family Math Night event.	Conference Logs, Parent survey for Math Night
3	Lack of remedial support	Small group instruction through RtI lessons	Principal, Assistant Principal, CPST	Intervention Logs, Classroom observations	District Benchmark Assessments, Assessments from core, student work, performance tasks

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, 65% (81) of students in the lowest 25% will make learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (74) of students in lowest 25% made learning gains in mathematics.	In 2013, 65% (81) of students in the lowest 25% will make learning gains in mathematics.

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	Parental Support	Provide parents with strategies and activities for home support (Math Night)	Principal, Assistant Principal, Teacher, Grade Level Committees, School Counselor	Parent attendance for Family Math Night event.	Conference, Parent survey for math night
2	Lack of prior knowledge	Utilize data to identify students needing intervention	Principal, Assistant Principal, Teachers	Team Meeting notes, Data analysis, Lesson plans, Focus Walks	Assessments, Conference notes, Focus Walks, Teacher Evaluation
3	Lack of prior knowledge	Increase the use of manipulatives and hands on materials to reinforce math concepts.	Principal, Assistant Principal, Teachers	Team Meeting notes, Data analysis, Lesson plans, Focus Walks	Assessments, Conference notes, Focus Walks, Teacher Evaluation
4	Lack of prior knowledge	Utilize team meetings to discuss implementation of new math series and data disaggregation to ensure curriculum.	Principal, Assistant Principal, Teachers	Team Meeting notes, Data analysis, Lesson plans, Focus Walks	Assessments, Conference notes, Focus Walks, Teacher Evaluation
5	Lack of prior knowledge	Use white boards during mini-lessons assure active participation.	Principal, Assistant Principal, Teachers	Team Meeting notes, Data analysis, Lesson plans, Focus Walks	Assessments, Conference notes, Focus Walks, Teacher Evaluation
6	Student behavior	School level teacher training in CHAMPS and Foundations	Assistant Principal, Teacher	Review of disciplinary data	Disciplinary Data Disaggregation, Teacher Evaluation
7	Student behavior	Positive reinforcement	Assistant Principal, Teacher	Review of disciplinary data	Disciplinary Data Disaggregation, Teacher Evaluation
8	Parental Support	Provide community resources and information	Guidance Counselor	Resource Contact Logs	Resource Contact Logs

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 #

In six years, the achievement gap will be reduced by 50% and 84% of students will meet their math performance target.

5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2013, white students not making satisfactory progress in math will decrease to 15% (13) and black students not making satisfactory progress in reading will decrease to 22% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 17% (15) of white students and 22% (22) of black students did not make satisfactory progress in math. White: 17% (15) Black: 22% (22) Hispanic: n/a Asian: n/a American Indian: n/a	In 2013, 15% (13) of white students and 22% (20) of black students will not make satisfactory progress in math. White: 15% (13) Black: 22% (20) Hispanic: n/a Asian: n/a American Indian: 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	Clarity of identify subgroups	Teachers will identify and monitor progress of students in particular subgroups in his/her class	Principal, Assistant Principal, Leadership Team	Principal, RtI team and teachers will review target students at data meetings to determine growth or continued areas of weakness.	Student data, student performance on informal and formal assessments
2	Unaware of effective strategies to utilize to address subgroup	Develop a plan of action for students in the black subgroup who are not proficient.	Principal, Assistant Principal, Leadership Team	Literacy Leadership Team and teachers will review progress of students in these subgroups	Literacy Leadership Team documentation, student learning, informal and formal assessments
3	Text Complexity	Teachers will integrate complex texts into read alouds and provide support/scaffolding for students	Principal, Assistant Principal, Leadership Team	Lesson plans, focus walks looking for the use of complex texts and the support that they are providing.	Lesson plans, Focus walks

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013, Students with Disabilities (SWD) not making satisfactory progress in mathematics will decrease to 17% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 19% (10) of Students with Disabilities (SWD) did not make satisfactory progress in mathematics.	In 2013, 17% (8) of Students with Disabilities (SWD) will not make satisfactory progress in mathematics.

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 are performing below grade level	ESE Teachers will implement strategies to help alleviate the gap and assist general education teacher during the Math Workshop.	ESE Teachers, Classroom Teachers	Data from interventions will be looked at to determine progress of students in group.	Math assessment data.
2	Some students in the SWD subgroup are falling behind in math or are below grade level	ESE Teacher will collaborate weekly with classroom teachers for planning purposes and push in as needed to support students	ESE Teachers, Classroom Teachers	Classroom and ESE teachers will review data on a regular basis to ensure that students are progressing, focus walks	Focus walks, ESE student data, informal and formal data
3	ESE teachers are unaware of the content/activities in math classrooms	General education and special education teachers will participate in collaborative planning on a regular basis	Teachers, Principal, Assistant Principal	Lesson plans, collaborative notes, data disaggregation	lesson plans, collaborative notes, assessment data

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:	In 2013, Economically Disadvantaged students not making satisfactory progress in mathematics will decrease to 25% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (32) of Economically Disadvantaged students did not make satisfactory progress in mathematics.	In 2013, 25% (30) of Economically Disadvantaged students will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge	Differentiated Instruction	Principal, Assistant Principal, Teachers	Progress monitoring, Benchmark assessments, teacher-created assessments, conferences with colleagues, data disaggregation, including subgroup data analysis	Classroom observations, Focus Walks, Teacher self assessments, data notebook and conference logs
2	Lack of prior knowledge	Continued use of manipulatives, hands on activities	Teachers	Progress monitoring, Benchmark assessments, teacher-created assessments, conferences with colleagues, data disaggregation, including subgroup data analysis	Classroom observations, Focus Walks, Teacher self assessments, data notebook and conference logs
3	Low socio-economic status	Math Night - cross curricular night providing parents with tools/skills necessary to support their child.	Principal, Assistant Principal, Math Night Committee	Parent attendance and participation	Attendance logs, parent surveys
4	Impaired learning capacity and/or medical condition	Incorporate individual student needs with collaborative support	Principal, Assistant Principal, Teachers	Progress Monitoring	Teacher evaluation, charted growth over time

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-2	District, Principal	All Grade Levels	Based upon staff needs assessment	Focus Walks, Team Meetings, Teacher Evaluations	Principal, Assistant Principals
Compass Odyssey	K-2	Teacher Leaders	All Grade Levels	Early Dismissals and Grade Level meetings throughout the school year.	Focus Walks, Team Meetings, Leadership Team Meetings	Teacher Leaders
Response to Intervention (RtI)	K-2	Teacher Leaders	All Grade Levels	Early dismissals and PLC meetings throughout the school year	Focus Walks, Team Meetings, Leadership Team Meetings, Analysis of Student work, Data Disaggregation	Principal, Assistant Principal, Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional materials to support Tier II and Tier III students/instruction	Go Math! text and supplemental resources	Supplies	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In 2013, 35% (51) of students will score at or above Achievement Level 3 in Science. As a Pre-K to 2nd grade school, this goal is set based upon our feeder school, Don Brewer Elementary's, achievement levels.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 31% (50) of students scored at Achievement Level 3 in Science.		In 2013, 35% (51) of students will score at or above Achievement Level 3 in Science.			
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 prior knowledge	Teachers will utilize the district learning schedule as a guide for implementing engaging hands-on science exploration using the 5E instruction model. Teachers will also use strategies such as graphic organizers and word banks to increase vocabulary.	Teachers, Principal, Assistant Principal	Teachers will analyze data from common assessments to monitor progress toward benchmark proficiency (70% on common assessments).	Assessments aligned with NGSS, FCAT test specifications and content limits, FCAT and district benchmark results
2	Gaps in science instruction from Kindergarten through Fourth Grade	Teachers will utilize the P-SELL science research project with students	District Science Coach, teachers	Students will take a pre and post test to determine the effectiveness of the P-SELL research project.	PSELL pre and post assessments results, benchmark results, FCAT results
3	Interruption in instructional time	Teachers will provide consistent science instruction prioritizing the "Essential Exploration" identified by the learning schedule.	Principal, Assistant Principal	Principal will conduct classroom focus walks, review lesson plans, and monitor daily schedules.	Assessments, lesson plans, focus walk rubrics, and FCAT results

4	Literacy is not being integrated among other subject areas.	Teachers will allow students time to write in science through the use of science journals.	Teachers	Teachers will review student journals to determine their understanding of science skills.	Science journal responses
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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 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:		In 2013, 15% (22) of students will score at or above Achievement Levels 4 and 5 in Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 11% (18) of students scored at or above Achievement Levels 4 and 5 in Science.		In 2013, 15% (22) of students will score at or above Achievement Levels 4 and 5 in Science.			
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	Computer access for the entire class, lack of materials for actual science lab	Teachers will utilize district resources such as Gizmos, to enhance learning	Teachers	Principal will observe Gizmo lessons in classrooms and track the progress of students who receive instruction using Gizmos.	Assessment aligned with NGSS, FCAT test specifications, and content limits.
2	Students are not making connections between observations from hands-on explorations and concepts being taught.	Teachers will implement higher order questioning techniques and provide students with opportunities to explain their thinking by writing and sharing ideas with classmates.	Teachers	Students will provide written responses to essential questions provided by the learning schedule.	Performance task rubric provided in the learning schedule
	Lack of materials and time at home to	Teachers and students will work toward the	Teachers	Teachers at each grade level will create	Science Fair/Invention

3	complete a project.	completion of a Science Fair/Invention Convention project to improve their scientific inquiry and discovery.		a common assessment tool to evaluate the student created projects.	Convention project rubrics
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2013, 60% (90) of students will score at Achievement Level 3.0 and higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% (84) of students scored at Achievement Level 3 or higher in writing.	In 2013, 60% (90) of students will score at Achievement Level 3.0 and higher in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prior Learning	Students will write daily using the writing process; all writing will be dated and recorded in journals, notebooks, and work portfolios to show growth over time	Principal Teachers	Focus walks (artifacts), Classroom observations, Analyzing work, Observation of student work and performance during the workshop, Collaborative planning which identifies effective literature.	Writing portfolios/pieces Classroom observations, Lesson plans, Data notebooks, conference notebooks Teaching/Learning rubrics, Genre specific rubrics, Pre and post baseline pieces, Genre class profile sheets
2	Students missing prerequisite skills	Students will build experience by writing across content areas.	Principal, Assistant Principal	Focus walks, Classroom observations, Analyzing work, Observation of student work and performance during the workshop, Collaborative planning which identifies effective literature.	Writing portfolios/pieces, Classroom observations, Lesson plans, Data notebook/conference notebooks, Teaching/learning rubrics, Genre specific rubrics, Pre and post baseline piece, Genre class profile sheets, FCAT results
3	Students missing prerequisite skills	Include high quality nonfiction text in writing instruction.	Principal, Assistant Principal	Focus walks, Classroom observations, Analyzing work, Observation of student work and performance during	Writing portfolios/pieces, Classroom observations, Lesson plans, Data notebook/conference notebooks, Teaching/learning rubrics, Genre specific rubrics, Pre and

				the workshop, Collaborative planning which identifies effective literature.	post baseline piece, Genre class profile sheets, FCAT results
4	Students missing prerequisite skills	Administer District writing prompts (for each genre)	Principal, Assistant Principal	Focus walks, Classroom observations, Analyzing work, Observation of student work and performance during the workshop, Collaborative planning which identifies effective literature.	Writing portfolios/pieces, Classroom observations, Lesson plans, Data notebook/conference notebooks, Teaching/ learning rubrics, Genre specific rubrics, Pre and post baseline piece, Genre class profile sheets, FCAT results
5	Students missing prerequisite skills	Monthly discussion to analyze student writing	Principal, Assistant Principal	Focus walks, Classroom observations, Analyzing work, Observation of student work and performance during the workshop, Collaborative planning which identifies effective literature.	Writing portfolios/pieces, Classroom observations, Lesson plans, Data notebook/conference notebooks, Teaching/ learning rubrics, Genre specific rubrics, Pre and post baseline piece, Genre class profile sheets, FCAT results
6	Students missing prerequisite skills	Assign writing homework for additional practice	Principal, Assistant Principal	Focus walks, Classroom observations, Analyzing work, Observation of student work and performance during the workshop, Collaborative planning which identifies effective literature.	Writing portfolios/pieces, Classroom observations, Lesson plans, Data notebook/conference notebooks, Teaching/ learning rubrics, Genre specific rubrics, Pre and post baseline piece, Genre class profile sheets, FCAT results
7	Teachers comfort/knowledge	Provide in-school professional development for best practices in writing instruction	Principal, Assistant Principal	Allowing for teaching feedback and documentation of growth over time.	Focus Walks, Teacher Evaluation
8	Teachers comfort/knowledge	Observations and modeling by master teacher	Teachers	Allow for feedback and documentation over time	Focus walks, teacher evaluation
9	New rubric for narrative writing based on common core expectations	Utilize experts within this staff to review the common core rubric and develop a rubric to assist primary staff in meeting the needs of our students.	Teachers	Writing prompts and disaggregation	Data from prompts

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
Developmental Writing Levels - next steps	K-2	Teachers, District Coaches, Schultz Center	School-wide, as needed	Based upon needs assessment	Classroom observations, disaggregation of writing prompts, evidence in writing journals	Principal, Assistant Principal, Leadership Team

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:	In 2013, 6% (39) of our students will have 20 or more absences, 25% (163) of our students will have excessive absences (10 or more), while reducing the number of students with excessive tardies/early outs by 25% as well.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, 11% (69) of students had 20 or more absences.	In 2013, 6% (39) of students will have 20 or more absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 34% (219) of students had 10 or more absences.	In 2013, 25% (163) of students will have 10 or more absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 30% (195) of students had 10 or more tardies.	In 2013, 25% (163) of students will have 10 or more tardies.

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	Parent Accountability	Utilize Attendance Intervention Team to identify chronic situations and provide resources/strategies/ education to families regarding the importance of attendance	AIT Committee Attendance Committee Teachers Principals	Monthly Attendance Reports	AIT notes, Attendance committee notes, Monthly attendance reports
2	Parent Accountability	Run monthly attendance reports to assist in the identification process.	AIT Committee Attendance Committee Teachers Principals	Monthly Attendance Reports	AIT notes, Attendance committee notes, Monthly attendance reports
3	Education of Importance	Include attendance facts in monthly newsletters	Principal Guidance Counselor Attendance Committees	Monthly Attendance Reports	AIT Meeting notes, Monthly attendance reports
4	Education of Importance	Add attendance/tardiness/early out as a topic at parent conferences, SAC meetings, PTA meetings, and any other venue.	Principal Guidance Counselor Attendance Committees	AIT Meetings, Monthly attendance reports	AIT Meeting notes, Monthly attendance reports
5	Education of Importance	Implement a "Perfect/Perfect" Attendance Recognition assembly for students who are at school daily and do not have tardies or early outs.	Principal Guidance Counselor Attendance Committees	AIT Meetings, Monthly attendance reports	AIT Meeting notes, Monthly attendance 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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance incentive awards	his/her bicycles	SAC	\$300.00
			Subtotal: \$300.00
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: \$300.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2013, our school will continue to have < 1% (7) of our students suspended out of school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
na/	n/a
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

n/a	n/a
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, <1% (6) students were suspended out of school.	In 2013, <1% (6) students will be suspended out of school.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, <1% (6) students were suspended out of school.	In 2013, <1% (6) students will be suspended out of school.

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	Disciplinary Choices	Utilize CHAMPs in every classroom and implement with fidelity.	Principal, Assistant Principal, Teachers	Disciplinary Reports, Focus Walks, SAC Monthly Safety Reports	Disciplinary Reports, SAC Minutes
2	Disciplinary Choices	Utilize the Foundations Team and SCOPE expectations throughout the building and common areas.	Principal, Assistant Principal	Disciplinary Reports, Focus Walks	Disciplinary Reports, Teacher Evaluation
3	Developmental Age	Begin book study entitled "Conscious Discipline" with our Kindergarten Ranch for monthly PLCs.	Teachers, Ranch Leaders, Principal, Assistant Principal	Meeting notes, Focus Walk Reflections, Monthly disciplinary reports	Trend data regarding disciplinary actions
4	Developmental Age	Conduct focus walks to review the implementation of this process.	Teachers, Ranch Leaders, Principal, Assistant Principal	Meeting notes, Focus Walk Reflections, Monthly disciplinary reports	Trend data regarding disciplinary actions
5	Developmental Age	Utilize team meetings to discuss trends and modifications.	Teachers, Ranch Leaders, Principal, Assistant Principal	Meeting notes, Focus Walk Reflections, Monthly disciplinary reports	Trend data regarding disciplinary actions

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
Conscious Discipline	Kindergarten	Ranch Leaders	All Kindergarten Teachers	Monthly Meetings	Focus walks with observation notes, review of trend data regarding disciplinary actions	Ranch Leaders, Principal, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Books for PLC	Conscious Discipline book	Professional Development	\$600.00
			Subtotal: \$600.00
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: \$600.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2013, 85% (828) of parents will participate in at least one school sponsored activity offered at Merrill Road Elementary School throughout the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 80% (780) of parents participated in at least one school sponsored activity	In 2013, 85% (828) of parents will participate in at least one school sponsored activity.

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	Parent Notification	Utilize marquee to highlight upcoming events.	Principal, Assistant Principal, Teachers	Website visits, Parent participation, Parent feedback	Website visits, Parent climate surveys
2	Parent Notification	Utilize "School Messenger" to notify parents of upcoming events.	Principal, Assistant Principal	PTA Meetings, SAC Meetings, Website Visits	School Climate Results
3	Parent Notification	Utilize twitter, website, teacher blogs, and any available electronic connection to ensure	Principal, Assistant Principal	PTA Meetings, SAC Meetings, Website Visits	School Climate Results

		the information is shared in a timely fashion.			
4	Updated Contact Information	Run reports from School Messenger after every call out to clean up the data.	Principal, Assistant Principal, CRT	School Messenger Reports	School Messenger Reports
5	Unsure how/when to assist	Conduct a "Volunteer Training" to inform parents of opportunities to volunteer and expectations involved	Volunteer Liaison	Five Start School Award	Five Star School Award

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

Additional Goal(s)

Safety Goal:

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

1. Safety Goal Safety Goal #1:	In 2013, 100% (65) of staff members will implement the district required Second Step curriculum with fidelity.
2012 Current level:	2013 Expected level:
In 2012, 100% (65) of staff members implemented Second Step with fidelity.	In 2013, 100% (65) of staff members will continue to implement the Second Step curriculum with fidelity.

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	Prior knowledge	Utilize grade level representatives to continue district training, as necessary.	Principal Assistant Principal	Focus Walks Team Meetings	Teacher evaluations
2	Prior Knowledge	Grade level representatives will continue to train and act as a resource to staff regarding the implementation of this initiative.	Principal Assistant Principal	Focus Walks Team Meetings	Teacher evaluations
3	Prior Knowledge	Monitor the implementation of this initiative and identify on-going needs.	Principal Assistant Principal	Focus Walks Team Meetings	Teacher evaluations

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

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

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

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 Safety Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Safety Goal		100% (65) of staff members will implement the district required Second Step curriculum with fidelity.		
Safety Goal #1:				
2012 Current level:		2013 Expected level:		
100% (65) of staff members have implemented the Second Step curriculum in their classrooms.		100% (65) of staff members will continue to implement the Second Step curriculum in their classrooms.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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						

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 Safety Goal(s)

Technology Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Technology Goal Technology Goal # 1:		In 2013, 50% (24) of classroom teachers will have access to interactive white boards, while 75% (36) of classroom teachers will have document cameras to provide, enhance, and implement technologically sound instructional best practices to better meet the individual needs of our students.			
2012 Current level:		2013 Expected level:			
In 2012, 38% (18) of classroom teachers have access to interactive white boards and 38% (18) have document cameras		In 2013, 50% (24) of classroom teachers will have access to interactive white boards and 75% (36) will have document cameras.			
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
	Funding	Host a talent show that enables funds to be	STCs Principals	Expansion of technology resources	Inventory of equipment

1		raised to purchase new and additional equipment.	Talent Show Committee		
2	Funding	STCs will provide trainings monthly, or as needed, to ensure proper use of technology throughout the building.	STCs Principals Talent Show Committee	Expansion of technology resources	Inventory of equipment
3	Funding	Team Meetings will incorporate best practices and strategies utilizing technology in the primary classroom	STCs Principals Talent Show Committee	Expansion of technology resources	Inventory of equipment

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

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

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

Budget:

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Additional materials to support Tier II and Tier III students/instruction	Go Math! text and supplemental resources	Supplies	\$500.00
Attendance	Attendance incentive awards	his/her bicycles	SAC	\$300.00
Suspension	Books for PLC	Conscious Discipline book	Professional Development	\$600.00
				Subtotal: \$1,400.00
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
Reading	Monthly PLCs - Book Studies	Professional Books for each ranch member	Professional Development	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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

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
To support and encourage regular school attendance	\$300.00

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

The School Advisory Council will continue to monitor student growth and progress as we also continue to monitor the implementation of the School Improvement Plan. We understand that as an advisory council, it is our primary responsibility to assist in the continued growth of our students. We must devote extra effort and attention to monitor the disaggregation of our data and monitoring the growth of our subgroups. We, as an advisory council, will also continue to seek out business partners and ways to reach out to our community.

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
No Data Found
No Data Found