FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JOHN G RILEY ELEMENTARY SCHOOL

District Name: Leon

Principal: John G. Riley Elementary

SAC Chair: Ashley Kemp

Superintendent: Jackie Pons

Date of School Board Approval:

Last Modified on: 10/1/2012

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 of Riley in 2011-2012: Grade C. Reading 40%, Math 53%, Writing 89%, Science 34%. Learning gains: Reading 64% and Math 61%. Lowest 25%: Reading 50% and Math 86%. 2010-2011: Grade B. Reading 61%, Math 66%, Writing 100%, Science 41%. Learning gains: Reading 64% and Math 57%. Lowest 25%: Reading 57% and Math 57%. 2009-2010: Grade C. Reading 59%, Math 74%, Writing 87%, Science 26%. Learning Gains: Reading 52% and Math 68%. Lowest 25%: Reading 50% and Math 65%.
Principal	Karwynn Paul	B.A. in Elementary Education, Florida A&M University; M.S.,	6.5	9.5	2008-2009: Grade: A, Reading Mastery: 63%, Math Mastery: 73%, Science Mastery: 35%. AYP: 97%, SWD did not make AYP in reading.

		Florida A&M University			2007-2008: Grade B, Reading Mastery: 69%, Math Mastery: 69%, Science Mastery: 35%. AYP: 97%, SWD did not make AYP in math. Assistant Principal at Astoria Park Elementary in 2006-2007: Grade A, Reading Mastery: 57%, Math Mastery: 62%, Science Mastery: 21%. AYP: 90%, SWD did not make it in math. AYP: 100% 2005-2006: Grade A: Reading Mastery: 80%, Math Mastery: 78%. AYP: 97% did not make it in writing.
Assis Principal	Sylvia Collier	B.A. in Elementary Education, Florida State University; M.S. in Reading, Florida State University; PH.D in Educational Leadership, Florida State University; Certification in Early Childhood Education, Florida State University	16	26	AP of Riley in 2011-2012: Grade C. Reading 40%, Math 53%, Writing 89%, Science 34%. Learning gains: Reading 64% and Math 61%. Lowest 25%: Reading 50% and Math 86%. 2010-2011: Grade B. Reading 61%, Math 66%, Writing 100%, Science 41%. Learning gains: Reading 64% and Math 57%. Lowest 25%: Reading 57% and Math 57%. 2009-2010: Grade C. Reading 59%, Math 74%, Writing 87%, Science 26%. Learning Gains: Reading 52% and Math 68%. Lowest 25%: Reading 50% and Math 65%. 2008-2009: Grade: A, Reading Mastery: 63%, Math Mastery: 73%, Science Mastery: 35%. AYP: 97%, SWD did not make AYP in reading. 2007-2008: Grade B, Reading Mastery: 69%, Math Mastery: 69%, Science Mastery: 35%. AYP: 97%, SWD did not make AYP in math. 2006-2007: Grade C, Reading Mastery: 57%, Math Mastery: 62%, Science Mastery: 21%. AYP: 90%, SWD did not make it in math. 2005-2006: Grade B, Reading Mastery: 69%, Math Mastery: 63%. AYP: 92%, SWD did not make it in reading/math.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Pam Payne	Elementary Education 1-6, Reading K-12	26	2	2011-2012: Grade C. Reading 40%, Math 53%, Writing 89%, Science 34%. Learning gains: Reading 64% and Math 61%. Lowest 25%: Reading 50% and Math 86%. 2010-2011: Grade B. Reading 61%, Math 66%, Writing 100%, Science 41%. Learning gains: Reading 64% and Math 57%. Lowest 25%: Reading 57% and Math 57%. 2009-2010: Grade C. Reading 59%, Math 74%, Writing 87%, Science 26%. Learning Gains: Reading 52% and Math 68%.

| | | | | | Lowest 25%: Reading 50% and Math 65%.

2008-2009: Grade A. Reading Mastery: 63%, Learning Gains: 68%, Lowest 25 Gains: 71%
2007-2008; Grade B. Reading Mastery: 69%, Learning Gains: 57%, Lowest 25 Gains: 53%. |

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	Regular Meetings with new teachers and Principal	Principal	On-going	
2	Partnering new teachers with veteran staff	Principal	On-going	
3	Referrals from staff	Principal	On-going	
4				

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
Rebecca May Roshan Brown Katie Dretsch Linda Carter Shaniqua Gary Kara Hoover Anthony Hall Bridget Gainous Tameka Willis	The staff will take 60 hours of ESOL training provided by the district. Some staff will pursue taking a certification assessment.

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
41	4.9%(2)	24.4%(10)	43.9%(18)	26.8%(11)	41.5%(17)	75.6%(31)	4.9%(2)	0.0%(0)	26.8%(11)

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
		Both teachers are highly effective teachers, met the District's Beginning Teacher	Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of

Stephanie Williams	Deswin Mathews Rebecca May	Program Mentor qualifications and successfully completed the District's Mentor Training Program.	the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Jean Ingram	Taliah Rasul	Both teachers are highly effective teachers, met the District's Beginning Teacher Program Mentor qualifications and successfully completed the District's Mentor Training Program.	Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at district schools are used to provide professional development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title 1 provides a resource teacher to support the Title 1 students in non-Title 1 schools.

Supplemental Academic Instruction (SAI)

ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy school for Level 1 readers for 2009-2011.

21st Century After School grant funds will be used to expand supplemental services after school and during the summer to support Level 1 Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

Fresh fruits and vegetables program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Ensures as the site leader that the school-based team is implementing MTSS/RTI, intervention support and documentation, use of data for decision-making, ensures adequate professional development is in place to support the MTSS/RTI implementation and assessments are conducted as needed to support the process and communication with parents is on-going regarding the school-based MTSS/RTI implementation
Assistant Principal: Assists and supports the Principal as part of the administrative team.
General Education Teachers: (Primary and Intermediate): Provide core instruction, assist in data collection, do classroom interventions at Tier 1, 2, 3. They also collaborate with other staff on Tier 3 interventions.
Exceptional Education (ESE) Teachers:
Participate in data collection and data analysis, integrate core instructional activities and materials into Tier 3 instruction and collaborate with regular education teachers to assist in implementation of the MTSS/RTI process.
Reading Coach: Provides assistance in implementing the K-5 reading plan, facilitates and supports progress monitoring, data collection and data analysis, provides professional development and technical assistance to teachers regarding data-driven instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Participates in the collection, interpretation and analysis of data, facilitates data-based decisions and the development of intervention plans, provides support for intervention fidelity and documentation and providing professional development as needed to ensure the implementation of the MTSS/RTI process.
Speech and Language Therapist: Represents the role of language in the MTSS/RTI process by assisting in the selection of screening measures, assessing students as needed to support the MTSS/RTI process, and helping integrate the language needs of students with the core curriculum, assessments, and instruction.
Student Services Personnel (Guidance Counselor, Social Worker, District Liaison): Provide services and expertise on all issues associated with the implementation of the school MTSS/RTI process from curriculum, assessment, plans for Tier 1,2,3 activities, data collection/analysis and interpretation, ensure paperwork and procedures are followed according to district, state and federal regulations, provide interventions to teachers, students and the community as needed to support academic, emotional, social, and behavioral needs of the students.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

The Leadership Team meet weekly to engage in the following activities: review assessment and progress monitoring data, make appropriate instructional decisions, identify students at Tier 1,2,3, identify assessments and determine the appropriate activities for increasing student progress. The team identifies professional development needs, collaborate regularly to problem solve and evaluate implementation of the on-going MTSS/RTI process at Riley.

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?

Our school based RtI Leadership Team has assisted in the development of the school improvement process through review of our school data and in determining the goals and strategies needed to increase student achievement performance in order to meet adequate yearly progress and to improve our school grade. Our district ESE liaison has helped us merge the MTSS/RtI process and our school-based needs to complete the plan. The MTSS/RtI Leadership Team meets once a month with teachers/administrators in team meetings to monitor the implementation of the SIP throughout the school year.

The MTSS/RtI Problem Solving Process has been imbedded in the strategies that have been written to ensure consideration is given to Tier 1, 2 & 3 needs of students. The strategies for the subgroups and consideration for the individual student needs is reflected in the strategies determined for each objective area.

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.

Baseline data is obtained through the FAIR assessments, AIMSweb assessments, placement tests and previous test information. The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN). Progress Monitoring is obtained through the administration of FAIR, AIMSweb (K-2), Curriculum Based Measurements, Success-maker, and other FCAT simulation assessments. (FOCUS mini-assessments) Midyear data is obtained through FAIR assessments, AIMSweb (K-2), Success-maker, and other FCAT simulation assessments. End of the year is obtained through FAIR, FCAT, and Success-maker.

Describe the plan to train staff on MTSS.

Professional development will be provided as needed utilizing teacher planning times, faculty meetings, and in small sessions throughout the year. An initial session will be scheduled at the beginning of the year to train the staff on the RtI process at Riley. Further trainings will be scheduled on an as needed basis.

Describe the plan to support MTSS.

Teachers are provided support as needed by the reading coach, school administrators and other personnel with specific expertise on the provision of interventions at Tier 1, 2, 3 levels. Riley has an instructional plan in place that provides time for core instruction, additional time for interventions at both the Tier 2 and Tier 3 levels. The plan incorporates use of other school personnel as needed to provide increasingly intensive interventions. The school leadership team, as well as each grade level team, reviews data collected to determine if the interventions are working both for individual students and sub-groups of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School-based Literacy Leadership Team includes the following members:
School Administrators: Karwynn Paul, Sylvia Collier
Reading Coach: Pam Payne
Media Specialist: Cindy Stock
General Ed Teachers: one representative per grade level
Guidance Counselor/Referral Coordinator: Stephanie Williams
ESE District Liaison: Jiji Weidner

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

> The School-based Literacy Leadership Team focuses on developing and maintaining a quality school-wide program that meets the needs of all learners. The team will meet monthly to review the literacy data, make instructional decisions that focus on implementing the appropriate activities to improve the literacy of our students at Riley, and to reward their efforts throughout the year.

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

> The school-wide literacy initiative at Riley this year is the implementation of Accelerated Reader at all levels with all students. The team has established the criteria for the program and how it will be tracked by each teacher with their students. Progress will be monitored by the team in the monthly meetings and changes made as needed in the AR implementation. Rewards have been scheduled monthly, quarterly, and at the end of each semester.

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.

> Families of children with disabilities are supported during the transition process from Pre-K to Kindergarten by beginning the dialogue regarding transition in the Fall prior to the Kindergarten placement with the teacher and other appropriate personnel. Parents of children with disabilities attend the Pre-K to K transition Individual Education Plan (IEP) meeting. Receiving schools are invited to participate in the Pre-K to K transition IEP meeting. Teachers and parents discuss with the child that they will be attending a new school or new classroom. For some children, such as children with visual impairments, several hours a week are spent acclimating the child to the receiving K school through visitation.
> Families of children enrolled in the School Readiness/Voluntary Pre-Kindergarten Program are prepared for the transition in the Spring prior to the Kindergarten placement by ongoing dialogue with the teacher and other appropriate personnel.

*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:	22% of the 3-5 grade students will score at proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (40)	22% (50)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding of the new standards	1.1.Teachers will provide clear learning goals and rubrics, track student progress and celebrate success.	1.1 Principal/Assistant Principal Reading Coach	1.1 Monitoring of progress toward goals	1.1. Appropriate benchmark assessments; classroom observation tools; various classroom assessments
2		1.2. Teachers will provide a 90 minute reading block with teacher directed lessons and differentiated activities.	1.2. Administrators, Reading Coach	1.2. Lesson plans, classroom observation and bi-monthly administrative team meetings.	1.2 Benchmark Assessments, Core Supplemental, Pearson Weekly Reports,AIMSweb, STAR, Lesson Assessments for SRA
3		1.3.Focus calendars aligned with FCAT and NGSSS will be used daily in grades 3-5 to expose students to the tested benchmarks.	1.3 Administrative Team, Reading Coach	1.3.Administrative Team will monitor the effectiveness of the Focus calendar through lesson plan, observation and bi-monthly team meetings.	1.3 Assessment data will be monitored in Bears Management System (BMS)
4	1.4. Learners lack real world vocabulary and comprehension strategies	1.4.Students will be provided with a variety of genres of literature to expose them to real world vocabulary and will be assessed on comprehension of selections read through use of the Accelerated Reader Program	Administrators, Teachers, Reading Coach/Media Specialist	Monitoring program implementation with weekly reports on use and reading levels with rewards for progress made each nine weeks	AR weekly reports, STAR
5	1.5. Learners lack the ability to use shared inquiry, ie critical thinking, comprehension, writing, listening and speaking to enhance their comprehension.	1.5.Teachers will improve students' use of shared inquiry as a method of learning through implementation of the Junior Great Books Program.	1.5.Reading Coach, Administrative team	1.5.Lesson plans, observations, monitoring program implementation	1.5.Program assessments

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	na

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	Insufficient knowledge of the reading process.	Teachers will assess students weekly using AIMSweb assessments to monitor mastery of state standards.	Administrative team, Reading Coach, Teachers	Monitoring student progress using the AIMSweb weekly.	AIMSweb assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	19% of the 3-5 grade students will score above proficiency level (4-5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (33)	19% (43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learners lack real world vocabulary and comprehension strategies.	2.1 Students will be provided with a variety of genres of literature to expose them to real world vocabulary and will be assessed on comprehension of selections read through use of the Accelerated Reader Program	Administrators, Reading Coach, teachers, Media Specialist	Monitoring program implementation weekly reports on use and reading levels with rewards for progress made each nine weeks.	AR weekly reports, STAR
2	Learners lack the ability to use shared inquiry, ie critical thinking, comprehension, writing, listening, and speaking to enhance their comprehension.	2.2 Teachers will improve students' use of shared inquiry as a method of learning through implementation of the Junior Great Books.	Administrative team, Reading Coach	Lesson plans, observations, monitoring program implementation.	Program assessments.

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

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	na

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	Insufficient knowledge of the reading process.	Teachers will assess students weekly using AIMSweb assessments to monitor the mastery of state standards.	Administrators, Reading Coach, Teachers	Monitoring student progress using AIMSweb assessments weekly.	AIMSweb 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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	10% of the 3-5 grade students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(72)	35% (79)

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	3.1 Understanding of the new Standards	3.1. Utilize AIMSweb and weekly reading assessment data to provide differentiated instruction for an additional 30 minutes to supplement the 90 minute reading block using FCRR Specific learning activities, intensive interventions, and enrichment.	Principal, Assistant Principal, Reading Coach RTI Team	Student progress is monitored in bi-monthly Administrative/Intervention Team meetings as well as with lesson plans and classroom observations	Benchmark assessments, SRA weekly assessments
2		3.2.Provide additional reading practice for FCAT in 40 minute resource classes 4 days a week using Pearson.	Administrators, SM5 Coordinator, Teachers	3.2. Student progress will be monitored bi-monthly in administrative/intervention team meetings	3.2. Pearson 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.	The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance of the FAA.

Reading Goal #3b:				

2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	na

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	Insufficient knowledge of the reading process.	Teachers will assess students weekly using AIMSweb assessments to monitor mastery of state standards.	Administrators, Reading Coach, Teachers	Student progress will be monitored weekly using the AIMSweb assessments.	AIMSweb 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	48% of the lowest 25% will make learning gains in reading

2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (15)	48%(32)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Understanding of the new Standards	4.1. Utilize AIMSweb and weekly reading assessment data to provide differentiated instruction for an additional 30 minutes to supplement the 90 minute reading block using FCRR Specific learning activities, intensive interventions, and enrichment.	4.1. Administrators, Reading Coach, Resource Teachers	4.1. Student progress will be monitored weekly by resource teachers and administration.	4.1. Benchmark assessments, SRA weekly assessments
2	Insufficient knowledge of reading process.	4.2.Teacher will assess students weekly using AIMSweb assessments to monitor mastery of state standards.	4.2. Administrators, Reading Coach, Teachers	4.2.Student progress will be monitored weekly using the AIMSweb assessments.	4.2. AIMSweb assessment data.
3		4.3 Provide additional reading practice for FCAT in 40 minute resource classes 4 days a week using Pearson.	Administrators, SM5 Coordinator, Teachers	Student progress will be monitored bi-monthly in administrative team meetings.	Pearson reports.

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

Reading Goal #	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	On the FCAT 2.0, level 3 or higher students will increase achievement from 64% to 68% which is a gain of 4% in 2012-2013. 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:	62% of the 3-5 black students will make adequate progress in reading. 30% of the 3-5 white subgroup will make adequate progress in reading. 71% of the 3-5 Hispanic subgroup will make adequate progress in reading. 1% of the 3-5 Asian subgroup will make adequate progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(91) White: 30% (3) Black: 62% (92) Hispanic: 71% (10) Asian: 71% (10)	62% (114) White: 30% (9) Black: 62% (114) Hispanic: 71% (12) Asian: 1% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 Understanding of the new Standards	5.B1. All 3-5 students will be giving FCAT Simulations to monitor their progress towards FCAT by AYP subgroups.	5B 1. Administrators, Reading Coach	5B.1 Data reviewed in bi-monthly administrative team meetings.	5B.1 Discovery Education assessment data.
2		5B.2. All 3-5 students will receive 40 minutes of Pearson SM5 in reading and math five days a week.	5B.2. Administrators, Reading Coach, Pearson Coordinator, District Pearson Coordinator	5B.2 Pearson daily and weekly reports to monitor progress	5B.2 Pearson Reports
3		5B.3 All 3-5 students will be assessed weekly on the Focus/reading benchmarks taught using FCAT TestMaker Pro, Data Director, and Imagine It.	5B.3. Administrators, Reading Coach	5B.3 Data will be reviewed in bi-monthly administrative team meetings.	5B.3 Benchmark Assessments
4		5B.4.Teachers will disaggregate data in Data Meetings one per semester to monitor benchmark acquisition and make curriculum decisions to increase student achievement.	5B4 Administrators, Reading Coach	5B4. Data will be reviewed and instruction planned to increase student achievement.	5B4. All assessment data collected during the nine weeks.
5	5B.5 Learners lack the ability to use shared inquiry, i.e. critical thinking, comprehension, writing, listening and speaking to enhance	5B5. Teachers will improve students' use of shared inquiry as a method of learning through implementation of the Junior Great	5B5. Administrators, Reading Coach	5B5. Lesson plans, observations, monitoring program implementation.	5B5. Program assessments

their comprehension.	Books.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students proficient in reading will increase by at least 1% as evidenced by performance of CELLA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (12)	na

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of proficiency in language.	Utilize ELL strategies to improve language acquisition	Administrators, Guidance Counselor, Reading Coach	Teachers regularly assess students' readiness	iObservation Lesson plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	25% of the SWD subgroup will make adequate progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (21)	25% (9)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learners lack real world vocabulary and comprehension strategies.	Students will be provided with a variety of genres of literature to expose them to real world vocabulary and will be assessed on comprehension of selections read through use of Accelerated Reading Program.	Administrators, Teachers, Reading Coach, Media Specialist	Monitoring program implementation weekly reports on use and reading levels with rewards for progress made each nine weeks.	AR Weekly Reports, STAP
2	Insufficient knowledge of reading process.	Teachers will assess students weekly using AIMSweb assessments to monitor mastery of state standards.	Administrators, Reading Coach, Teachers	Students progress will be monitored weekly using the AIMSweb assessments.	AIMSweb 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 reading.

Reading Goal #5E:

10% more of the economically disadvantaged 3-5 grade students will make adequate yearly progress in math on the FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(107)	52% (118)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Understanding of the new Standards	5E.1. All 3-5 students will be given 3 FCAT Simulations to monitor their progress towards FCAT by AYP subgroups.	5E.1 Administrators, Reading Coach	5E.1. Data reviewed in bi-monthly administrative team meetings.	5E.1 Discovery Education assessment data
2		5E.2. All 3-5 students will receive 40 minutes of Pearson SM5 in reading and math five days a week.	5E.2. Administrators, Reading Coach, SM5 coordinator	5E.2.Data reviewed in bi-monthly administrative team meetings.	5E.2.Pearson reports
3		5E.3. All 3-5 students will be assessed weekly on the reading benchmarks taught using FCAT TestMaker Pro, Data Director.	5E.3. Administrators, Reading Coach	5E.3. Data reviewed in bi-monthly administrative team meetings.	5E.3. Weekly benchmark assessments
4		5E.4.Teachers will disaggregate data in Data Meetings one per semester to monitor benchmark acquisition and make curriculum decisions to increase student achievement.	5E.4. Administrators, Reading Coach	5E.4. Data reviewed in bi-monthly administrative team meetings.	5E.4. Nine week data collected.
5		5E.5. All 3-5 students will receive 40 additional minutes of Pearson SM5 in reading and math daily	5E.5. Administrators, Reading Coach, SM5 coordinator	5E.5. Data reviewed in bi-monthly administrative team meetings.	5E.5. Pearson 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
Providing clear learning goals and rubrics	K-5	Team Leader	All teachers	Team meetings once a month; once a month faculty meeetings	Observation documentation, teacher portfolio	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SRA Imagine It for K-5	Class Materials	Instructional Materials Allocation	$16,600.00
SRA Reading Mastery SRA Corrective Junior Great Books Assessing reading proficiency	Class Materials Class Materials Class Materials Discovery	District Funds District Funds District Funds District Funds	$1,000.00
			Subtotal: $17,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing reading proficiency	Study Island Accelerated Reader/STAR	Title I funds District funds	$4,148.60
			Subtotal: $4,148.60
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase reading proficiency	Data Days (1 per semester)	Staff Development	$5,167.36
Reading Mastery	Inservices on program implementation	TEC funds	$3,000.00
District Trainings on Reading Mastery	1/2 Day training		$0.00
			Subtotal: $8,167.36
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $29,915.96

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
50% (15)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiation of instruction	Provide ELL stategies to improve delivery of instruction	Administrative team, Guidance Counselor	Teachers collect formal/informal data regarding progress of ELL students. Teachers utilize data to modify/adjust instruction to increase student progress.	Data collection documented/on file. Lesson plans with ELL strategies.

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

2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of ELL students proficient in reading will increase by at least 1% as evidenced by performance on the CELLA.

2012 Current Percent of Students Proficient in reading:

40% (12)

	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 proficiency in language.	Utilize ELL strategies to improve language acquisition.	Administrative Team, Guidance counselor, reading coach	Teachers regularly assess students' readiness for learning and achievement of reading goals during 90 minute reading block.	Lesson plans with ELL strategies and review of weekly assessment data.

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of ELL students proficient in writing will increase by at least 1% as evidenced by performance on the CELLA.

2012 Current Percent of Students Proficient in writing:

43% (12)

	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 proficiency in the writing process and language usage.	Utilize ELL strategies to improve writing ability.	Administrative Team, Guidance counselor and writing teacher.	Students will receive 90 minutes of specific writing instruction in writing process, rubric/grammar and weekly simulated practice with writing prompts.	iObservation and data on file to monitor student progress.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Imagine It Junior Great Books	Core reading text Supplemental Reading Text	District allocation General Budget	$1,000.00
			Subtotal: $1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Imagine It Junior Great Books	Ongoing District Training Ongoing District Training	District funding District funding	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing process			$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	39% of the 3-5 grade students will score at proficiency (FCAT Level 3) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (66)	39% (75)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1Understanding of the new standards	1.1Teachers will engage students in complex tasks that require them to generate and test hypotheses	1.1 Administrators	1.1 Classroom observation	iObservation; classroom observations
2		1.2. Teachers will provide a 90 minute math block with teacher directed lessons and differentiated activities	Administrators	Lesson plans, classroom observations	Go Math benchmark assessments and simulations
3		1.3. All 3-5 students will receive 40 minutes of Pearson SM5 in reading and math daily 5 days a week.	Administrators, Pearson Coordinator, District Pearson Team	Pearson reports daily and weekly.	
4		1.4Teacher will disaggregate data in data meetings to monitor benchmark acquisition and make curriculum decisions one per semester.	Administration, Teachers	Data meetings one per semester to review data.	Go Math, FCAT Testmaker, simulations, Pearson Data Director, District assessments.
5		1.5 Students will be assessed on a Focus and Go Math nine week benchmarks with pre/post assessments.	Administration	Administrative meetings bi-monthly to review data.	Assessments from FCAT Testmaker, Data Director, or ThinkCentral will be reviewed bi-monthly in administrative team meetings.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of identified students proficient in math will increase by 1% as evidenced by performance on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)	0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding of new standards	Student progress will be monitored using AIMSweb math weekly assessments.	Administrators and reading coach.	Students will be tested weekly to determine progress being made on math standards.	AIMSweb weekly assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	17% of the 3-5 grade students will score above proficiency (FCAT Level 4) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (27)	17% (38)

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	Understanding of the new standards	2A.1 Teachers will engage students in complex tasks that require them to generate and test hypotheses	2A.1 Administrative team	2A.1 Classroom observation	2A.1 iObservation; classroom observations
2		2A.2 Teachers will provide a 90 minute math block with teacher directed lessons and differentiated activities.	2A.2 Administrative team	2A.2 Lesson plans, classroom observations	2A.2 Go Math Benchmark assessments, weekly benchmark assessments
3		2A.3 All 3-5 students will receive 40 minutes of Pearson SM5 in reading and math daily 5 days a week.	2A.3 Administrators, Pearson Coordinator, District Pearson Coordinator	2A.3 Bi-monthly administrative team meetings	2A.3 District and school Pearson reports and data collection.
4		2A.4 Teacher will disaggregate data in data meetings to monitor benchmark acquisition and make curriculum decisions one per semester.	2A.4 Administration, Teachers	2A.4 Data meetings one per semester to review the data.	2A.4 Nine week math data.
5		2.5 Stuart notes	Administrators	Math will be used daily to do math problems.	iObservation and math journals.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	

mathematics.

Mathematics Goal #2b:

The percentage of identified students proficient in math will increase by 1% as evidenced by performance on the FAA.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	na

	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	Understanding of new standards	Students will take weekly assessments to determine progress towards math standards.	Administrators, reading coach	Students will be given weekly AIMSweb math assessments to determine mastery of math standards.	AIMSweb weekly 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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	10% of the 3-5 grade students will make learning gains in math

2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (71)	35% (78)

	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	3.1 Lack of understanding of the new standards.	3.1 Utilize FCAT Simulations to provide differentiated activities to increase math proficiency by standard.	3.1 Principal Assistant Principal	3.1 Student progress is monitored in bi-monthly Administrative Team meetings.	3.1 FCAT Simulation data.
2		3.2. Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency.	Principal Assistant Principal	Student progress is monitored in bi-monthly Administrative Team meetings.	Weekly assessments from Go Math, FCAT Testmaker, Data Director
3		3.3. Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to monitor progress.	Principal Assistant Principal	Student progress is monitored in bi-monthly Administrative Team meetings.	Math assessments weekly.
4		3.4 Provide additional math practice for FCAT in 40 minute resource classes 4 days a week.	Principal Assistant Principal Pearson Coordinator	Student progress is monitored in bi-monthly Administrative Team meetings.	Pearson school report 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0)	na

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	Understanding of new standards.	Students will take weekly assessments to determine progress towards math standards.	Administrators, Reading Coach	Students will be given weekly AIMSweb math assessments to determine mastery of math standards.	AIMSweb weekly 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	15% more of the 3-5 lowest 25% will make learning gains in FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (29)	15% (33)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Lack of understanding of the new standards	4.1 Utilize FCAT Simulations to provide differentiated activities to increase math proficiency lowest 25%.	4.1 Principal Assistant Principal	4.1 Student progress will be monitored in bi-monthly Administrative Team meetings.	4.1 . FCAT Simulation data.
2		4.2 Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency.	Principal Assistant Principal	Assessments will be given weekly, and during the nine weeks to monitor student progress.	Go Math, FCAT Testmaker, Data Director assessments and district assessments
3		4.3 Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency to monitor progress.	Principal Assistant Principal	Data will be analyzed in meetings to monitor student progress.	Go Math, FCAT Testmaker, Data Director assessments and district assessments, simulations
4		4.4 Provide additional math practice for FCAT in 40 minute resource classes 4 days a week.	Principal Assistant Principal Pearson Coordinator	Pearson reports run daily/weekly.	Pearson school and district reports.

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 # On the FCAT 2.0, level 3 or higher students will increase achievement from 69% to 72% which is a gain of 3% in 2012-2013. 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:	54% of the 3-5 black students will make adequate progress in math. 15% more of the white students will make adequate progress in math. 45% of the Hispanic students will make adequate progress in math. 1% of the Asian students will make adequate progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white: 10% (1) black: 54% (81) Hispanic: 21% (3)	white: 35% (5) black: 54% (99) Hispanic: 45% (8) Asian: 1% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the new standards	5B.1 Utilize FCAT simulations to provide differentiated activities to increase math proficiency by AYP subgroups.	Principal Assistant Principal	Student progress is monitored in bi-monthly Administrative Team meetings	FCAT Simulation data
2		5B.2 Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency.	Administrators	Focus and weekly benchmark assessments will be given to monitor progress of subgroups on mastery of math standards.	Data analysis of weekly assessment data.
3		5B.3 Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency to monitor progress.	Administrators	Review of data in bi-monthly meetings.	Weekly data.
4		5B.4. Provide additional math practice for FCAT in 40 minute resource classes 4 days a week.	Administrators and Pearson Coordinator	Pearson daily/weekly reports will be collected	Pearson school and district 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 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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	25% more of the 3-5 SWD students will make adequate progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (16)	25% (24)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of understanding of the new standards.</td><td>Utilize FCAT simulations to provide differentiated activties to increase math proficiency.</td><td>Principal, Assistant Principal</td><td>Student progress is monitored in bi-monthly administative team meetings.</td><td>FCAT simulation data.</td></tr>
<tr><td>2</td><td></td><td>Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency.</td><td>Principal, Assistant Principal</td><td>Focus and weekly district assessments and district assessments are given to assess student progress on math standards.</td><td>Data from Go Math, FCAT TestMaker, Data Director, district assessments.</td></tr>
<tr><td>3</td><td></td><td>Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency to monitor progress.</td><td>Principal, Assistant Principal</td><td>Focus and weekly district assessments and district assessments are given to assess student progress on math standards.</td><td>Weekly benchmark data</td></tr>
<tr><td>4</td><td></td><td>Provide additional math practice for FCAT in 40 minute resource classes 4 days a week.</td><td>Principal, Assistant Principal, Pearson Coordinator</td><td>Daily and weekly reports are used to monitor student progress on SM5.</td><td>Pearson school and district reports.</td></tr>
</table>

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

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	43% of the 3-5 economically disadvantaged students will make adequate progress in math.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	48% (85)	43% (97)

	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 understanding of the new standards	5E.1. Utilize FCAT Simulations to provide differentiated activities to increase math proficiency	Principal Assistant Principal	Student progress is monitored in bi-monthly Administrative Team meetings.	FCAT Simulation data.
2		5E.2 Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency.	Principal Assistant Principal	Focus and weekly district assessments and district assessments are given to assess student progress on math standards.	Data from Go Math, FCAT Testmaker, Data Director, district assessments.
3		5E.3 Utilize Go Math, FCAT TestMaker, Data Director benchmark assessments to provide differentiated activities to increase math proficiency to monitor progress.	Principal Assistant Principal	Focus and weekly district assessments and district assessments are given to assess student progress on math standards.	Weekly benchmark data.
4		5E.4 Provide additional math practice for FCAT in 40 minute resource classes 4 days a week.	Principal Assistant Principal Pearson Coordinator	Daily and weekly reports are used to monitor student progress on SM5.	Pearson school and district reports.

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase math proficiency	Go Math, Harcourt Math	School funds	$1,900.00

			Subtotal: $1,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase math proficiency of the lowerst 25%	SM5	District funds	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase math proficiency	Go Math	District funds	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase math proficiency with Study Island	Class materials	Title I	$4,148.60
			Subtotal: $4,148.60
			Grand Total: $6,048.60

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:	35% of the 5th grade students will score at FCAT level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(14)	35%(17)

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 lack skills that enable them to look for errors in logic or reasoning	1A.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the examination of the information presented.	1A.1 Administrators	1A.1 Observation of students using strategies, lesson plans that support the use of strategies.	1A.1 Observation, classroom walkthroughs, examination of evidence provided by teacher
2	1.2 Inadequate background knowledge	1A.2 Provide a 60 minute block of integrated science instruction using Gizmo and other supplemental materials as needed: *Science Fusion *Sciensourus *Hands on Experiments	1A.2 Administrators	1A.2 Lesson plans, classroom observations, bi-monthly team meetings	1A.2 Science simulations

3		1A.3 Utilize simulations given 3 times prior to FCAT to monitor student progress in science	1A.3 Administrators	1A.3 Monitor data from weekly assessments.	1A.3 Review data in BMS(Bears Management System).
4		1A.4 Instructional focus calendar will be used weekly to focus on FCAT content for mastery of the NGSSS benchmarks.	1A.4 Administrators	1A.4 Monitor data from weekly assessments.	1A.4 Benchmark assessment data.
5		1A.5 Weekly assessments will be given to monitor mastery of the benchmarks covered per week.	1A.5 Administrators	1A.5 Results will be reviewed in bi-monthly team meetings to discuss student progress.	1A.5 Assessment data from FCAT Testmaker, Data Director, Fusion, and Study Island.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The percentage of identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0)	na

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1 Inadequate background knowledge.	1B.1 Provide a 30 minute block of science instruction using Fusion with supplemental materials as needed (Gizmo, SRA Snapshot).	1B.1 Administrators	1B.1 Lesson plans, classroom observation, bi-monthly team meetings.	1B.1 Science simulations
2		1B.2 Instructional focus calendar will be used weekly to focus on FCAT content for mastery of the NGSSS benchmarks.	1B.2 Administrators	1B.2 Monitor data from weekly assessments.	1B.2 Benchmark assessment data.
3		1B.3 Weekly assessments will be given to monitor mastery of the benchmarks covered per week.	1B.3 Administrators	1B.3 Results will be reviewed in bi-monthly team meetings to discuss student progress.	1B.3 Assessment data from FCAT TestMaker, Data Director, Fusion, and Study Island.

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:	25% of the 5th grade students will score at FCAT level 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | 7% (4) | | 25% (12) | |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2.1 Students lack skills that enable them to use look for errors in logic or reasoning</td><td>2A.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the examination of the information presented.</td><td>2A.1. Administrators</td><td>2A.1 Observation of students using strategies, lesson plans that support the use of strategies</td><td>2A.1. iObservation, classroom walkthroughs, examination of evidence provided by teacher</td></tr>
<tr><td>2</td><td>2.2 Inadequate background knowledge</td><td>2A.2 Provide a 60 minute block of integrated science instruction using Gizmo and other supplemental materials as needed.</td><td>2A.2 Administrators</td><td>2A.2 Classroom observation</td><td>2A.2 iObservation, lesson plans</td></tr>
<tr><td>3</td><td></td><td>2A.3 Utilize simulations given 3 times prior to FCAT to monitor student progress in science</td><td>2A.3 Administrators</td><td>2A.3 Monitor data in bi-monthly team meetings</td><td>2A.3 Science simulations</td></tr>
<tr><td>4</td><td></td><td>2A.4 Instructional focus calendar will be used weekly to focus on FCAT content for mastery of the test.</td><td>2A.4 Administrators</td><td>2A.4 Monitor focus assessment weekly.</td><td>2A.4 Focus assessment data.</td></tr>
</table>

<table>
<tr><td colspan="2">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td></tr>
<tr><td>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:</td><td>The percentage of identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA.</td></tr>
<tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td></tr>
<tr><td>100 (3)</td><td>na</td></tr>
</table>

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Inadequate background knowledge.</td><td>2B.1 Provide a 30 minute block of science instruction using Fusion with supplemental materials as needed (Gizmo, SRA Snapshot).</td><td>2B.1 Administrators</td><td>2B.1 Lesson plans, classroom observation, bi-monthly team meetings.</td><td>2B.1 Science simulations.</td></tr>
<tr><td>2</td><td></td><td>2B.2 Weekly assessments will be given to monitor mastery of the benchmarks covered per week.</td><td>2B.2 Administrators</td><td>2B.2 Results will be reviewed in bi-monthly team meetings to discuss student progress.</td><td>2B.2 Assessment data from FCAT TestMaker, Data Director, Fusion, and Study Island.</td></tr>
</table>

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
STEMS	3-5	Science Advocate, Teachers, Administrators	3-5 Math/Science Teachers	District Inservice	Team Meetings with administrators	Administrators, Science Coach
GIZMO	3-5	Consultant	3-5 Science and Math Teachers	October	On-site visit, team meetings with administrators,district inservice	Administrators, Science Advocate, Science/Math teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase science proficiency, 35% of the 5th grade students will score at proficiency.	Fusion Science	Instructional allocation	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
GIZMO	Implementation to support 5th Grade Science Program	Title I	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers develop skills that enable students to examine their own reasoning or logic of information	Training on skill; lesson study	Title II/STEM	$0.00
District Science Meetings	Best Practices for science education	none	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase science proficiency	Science Simulation		$0.00
Increase science proficiency with Buckle Down, SRA Snapshot, Florida Ready	Class materials		$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:	90% or better of the 4th grade students will write at a 3.0 or higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (50)	90% (67)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate background knowledge of the writing process.	1.1. A 60 minute daily writing block will be provided for all 4th graders.	1.1. Teacher Administration Reading Coach	1.1. Administrators and teachers will review writing scores bi-monthly.	1.1 Writes Upon Request Riley Prompt Class Prompts
2		1.2. Students will be diagnosed at the beginning of the year using writing samples, WUR, and FCAT data to determine level of instruction in the writing process.	1.2. Teacher Administration Reading Coach	1.2. Administrators and teachers will review writing scores bi-monthly.	1.2 Writes Upon Request Riley Prompt Class Prompts
3		1.3. Students will receive monthly writing prompts from school or district to give practice in narrative and expository writing using the State rubric and conferencing with students.	1.3 Writing Teacher Administration Reading Coach	1.3 Administrators and teachers will review writing scores bi-monthly.	1.3. Writes Upon Request Riley Prompt Class Prompts
4		1.4. Small group instruction will be given to focus on specific writing concepts based on writing data.	Writing Teacher Administrators	Writing samples will be scored and reviewed bi-monthly in administrative team meetings.	Writing prompts School and district

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of identified students proficient in writing will increase by at least 1% as evidenced by performance on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	na

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	Inadequate background knowledge of the writing process.	Teachers will provide 30 minutes of writing instruction daily.	Writing Teacher Administration	Writing samples will be scored and reviewed bi-monthly in administrative team meetings.	School and district writing prompts.

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
WUR Scoring	3-5	4th grade writing advocate	K-5 teachers	October 2012	Scoring WUR prompts, team meetings	Administrators Writing Teacher Reading coach
District Intermediate Training	3-5	District	3-5	October 2012	Scoring WUR prompts, team meetings	Administrators Writing Teacher Reading coach
District Primary Writing Training	K-2	District	K-2 teachers	September 2012	Scoring WUR prompts, team meetings	Administrators Writing Teacher Reading coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate will increase by 3% in the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.13%	96% (564)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
293	283
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
254	244

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	Apathy of parents towards daily attendance and being present for the instructional day	Attendance rate will be monitored in Administrative Intervention Meetings monthly using attendance data in Genesis to target students with excessive absences and tardies and apply the district attendance policy with the identified families	Administration Intervention Team Guidance Counselor, Social Worker, Secretary	Attendance will monitored monthly for changes in attendance with absences and tardies	Monthly attendance data in Genesis

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In-school suspensions will be reduced to 0% in 2012-2013. Out of school suspensions will be reduced by 15%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2	na
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
62	49.6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
112	65
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 parent support, social issues, student apathy towards good behavior/rewards	1.1. The Positive Behavior Management Program (CHAMPS) will be implemented schoolwide to reduce the number of in-school and out of school suspensions.	Administration, Behavior Assistant, Guidance Counselor, District	Discipline incidents will be reviewed and analyzed monthly in Administrative/Intervention meetings using weekly classroom and CHAMPS data. The implementation of the CHAMPS Discipline Program will be reviewed in monthly in PBS meetings with Administration and PBS Committee to make revisions or additions as needed.	Educator's Handbook data Weekly CHAMPS data sheets CHAMPS data PBS Committee minutes.
2	Teachers lack of classroom management skills.	Teachers will utilize the classroom management strategies of the Educator's Handbook Discipline to improve student behavior.	Administration, Behavior Assistant, Guidance Counselor	Discipline incidents will be reviewed and teacher actions discussed in intervention meetings.	Educator's Handbook data.

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

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

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

Suspension Budget:

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

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase participation in school activities to 20%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
15%	20%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficult for parents to attend school functions based on lack of transportation.	1.1 Communicate through a variety of modes to advertise school functions and provide incentives for parents and students to participate.	1.1 Principal Asst. Principal	1.1 Documentation of attendance at each function to record participation	1.1 Records of attendance
2	Parents with no transportation, economically disadvantaged, disabled, limited English or literacy are barriers to parents participating in parent involvement activities	1.2 Activities will be provided during the 2011-2012 school year that are designed to build the capacity of parents to help their children, i.e., FCAT Parent Night, How to Help with Math Homework, Health/Wellness, Family Reading Night, Family Forum and will be scheduled at times convenient for parents to attend.	Principal, Assistant Principal	Documentation of attendance at each function to record participation.	Attendance data.

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:	Utilize simulations given 3 times prior to FCAT to monitor student progress in science. 23% (14) to 35% (17)

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	Inadequate background knowledge.	Simulations will be given 3 times prior to FCAT to identify areas that need improvement.	Administrators, Science Teacher	Simulation results will be reviewed and instruction aligned to improve areas of need.	Simulation data.

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SRA Imagine It for K-5	Class Materials	Instructional Materials Allocation	$16,600.00
Reading	SRA Reading Mastery SRA Corrective Junior Great Books Assessing reading proficiency	Class Materials Class Materials Class Materials Discovery	District Funds District Funds District Funds District Funds	$1,000.00
CELLA	Imagine It Junior Great Books	Core reading text Supplemental Reading Text	District allocation General Budget	$1,000.00
Mathematics	Increase math proficiency	Go Math, Harcourt Math	School funds	$1,900.00
Science	Increase science proficiency, 35% of the 5th grade students will score at proficiency.	Fusion Science	Instructional allocation	$0.00
				Subtotal: $20,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increasing reading proficiency	Study Island Accelerated Reader/STAR	Title I funds District funds	$4,148.60
Mathematics	Increase math proficiency of the lowerst 25%	SM5	District funds	$0.00
Science	GIZMO	Implementation to support 5th Grade Science Program	Title I	$0.00
				Subtotal: $4,148.60

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase reading proficiency	Data Days (1 per semester)	Staff Development	$5,167.36
Reading	Reading Mastery	Inservices on program implementation	TEC funds	$3,000.00
Reading	District Trainings on Reading Mastery	1/2 Day training		$0.00
CELLA	Imagine It Junior Great Books	Ongoing District Training Ongoing District Training	District funding District funding	$0.00
Mathematics	Increase math proficiency	Go Math	District funds	$0.00
Science	Teachers develop skills that enable students to examine their own reasoning or logic of information	Training on skill; lesson study	Title II/STEM	$0.00
Science	District Science Meetings	Best Practices for science education	none	$0.00
				Subtotal: $8,167.36

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Writing process			$0.00
Mathematics	Increase math proficiency with Study Island	Class materials	Title I	$4,148.60
Science	Increase science proficiency	Science Simulation		$0.00
Science	Increase science proficiency with Buckle Down, SRA Snapshot, Florida Ready	Class materials		$0.00
				Subtotal: $4,148.60
				Grand Total: $36,964.56

Differentiated Accountability

School-level Differentiated Accountability Compliance

⋏ Priority	⋏ Focus	⋏ Prevent	⋏ NA

Are you a reward school: ⋏ Yes ⋏ No

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

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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.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will meet at least 3 times during the school year to increase their understanding of the data analysis process at Riley, to focus on students' learning needs, and build a better relationship with the administration and staff in working through the school improvement process.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Leon School District
JOHN G RILEY ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	66%	100%	41%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	57%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	57% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					503	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Leon School District
JOHN G RILEY ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	74%	87%	26%	246	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	68%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	65% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested