FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WILLIAM S. TALBOT ELEM SCHOOL

District Name: Alachua

Principal: Lina Burklew

SAC Chair: Shannon Zvoch

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 11/8/2012

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

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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	Lina Burklew	Elementary Education (1-6) Special Education (K-12) Middle Grades English (5-9) Educational Leadership (K-12)	1	10	Administrator began at Talbot Elementary in April, 2012. Prior to that time administrator was at a Pre-K-2 school that did not receive a grade for the school site. Prior to that time, she served as an Assistant Principal at High Springs Community School and Hidden Oak Elementary. Both schools received a grade of 'A'.

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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Beginning Teacher Mentor Coach	Amber Purser	Elementary Education	1	1	Prior to this year, Mrs. Purser worked as a teacher at Hidden Oak Elementary School. In addition to Mrs. Purser, we are also served by district literacy coaches and district technology coaches. Specific information regarding credentials is not kept at the school site, but rather at the district level.

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	District mentor coaches assigned to new teachers	Principal/District (Amber Purser)	June 6, 2013	
2	District Job Fair for non-renewed and new teachers	District Personnel	June 6, 2013	
3	Assign Peer Teachers for any beginning teachers	Lina Burklew (principal)	June 6, 2013	
4	Our Curriculum Resource Teacher, Behavior Resource Teacher, and/or principal provide demonstration lessons, research based materials, and in-service workshop for staff members.	Lina Burklew (principal)	June 6, 2013	
5	Provide professional development opportunities.	Lina Burklew (principal)	June 6, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

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
54	5.6%(3)	18.5%(10)	29.6%(16)	48.1%(26)	61.1%(33)	96.3%(52)	7.4%(4)	7.4%(4)	37.0%(20)

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
	Jessica	The District is providing mentor	present engagement and curriculum strategies:

Amber Purser	Morales, Jessica Rutgerson, and Catherine Triglia	coaches that have a background as highly performing teachers to all beginning teachers.	CRISS, Kagan, Marzano, strategies for behavior management, provide classroom support through visits, observations, and co-teaching
Sarah Skipper Reggie Hillman Rebecca Howland Casey Karas Coralee Corbin	Stephanie Patton Jessica Morales and Jessica Rutgerson Jennifer Hitchcock Catherine Triglia Akosua Williams Anna Guarino Erin Rife Kristen Dean	Teacher is new to Talbot and mentor is a Team Leader.	Provide support in discipline issues, and guidance on curriculum and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI leadership team consists of the Principal, Lina Burklew, Principal Intern/Behavioral Resource Teacher,Deanna Feagin, Curriculum Resource Teacher, Mary Zinger, and the guidance counselor, Valerie Linn. These indviduals are the administrative staff that oversees curriculum, behavior, and data-decision making at the school.

Principal/AP: Provides a common vision for use of data-based decision-making, sees that RTI is implemented according to district guidelines, oversees implementation and documentation of interventions, provides/secures needed professional development for staff.
Selected General Education Teachers: They work with the principal in sharing data with other faculty and work with teachers in developing intervention activities.
Guidance Counselor: Arranges for EPT meetings to discuss teacher concerns regarding students. Notifies parents of scheduled meetings so they may be in attendance. Assists in planning interventions. Meets with teachers on a regular basis to change/modify interventions. Assists teacher with record-keeping required for interventions. Oversees necessary documentation required by the district.
Exceptional Education Teachers: Serve as resource in planning interventions.
School Psychologist: Participates in the collection of data and serves as a resource in planning intervention activities. Attends meeting with parents to share information about intervention process. Provides evaluation for selected students.
Speech Pathologist: Performs language screening on students who are being scheduled for EPT meetings. Serves as a resource for teachers when planning interventions that are language related.
Curriculum Resource Teacher: Facilitates and supports data collection activities, works with teachers on using data to plan for

instruction, serves as a resource in EPT meetings.

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 principal, assistant principal, curriculum resource teacher, and guidance counselor meet weekly to discuss concerns regarding students. At the meetings suggestions for addressing the needs of these students are discussed. Other members of the leadership team will be utilized to assist them.
EPTs are held at least twice per month. These meetings include the classroom teacher as well as the above defined RtI leadership team. Students of concern (based on teacher concern/observation as well as data) are discussed with parents. Strategies are brainstormed and selected. Interventions are implemented to support the struggling student. Future EPT meetings are scheduled based on how well the implemented strategy is working to help the identified student close the achievement gap.

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?

School Improvement Goals and strategies are selected by this team. Evaluation of goal completion is the responsibility of the RtI team.

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: FCAT results, FAIR testing
Progress Monitoring: On Going Progress Monitoring Tools developed by FCRR, unit and benchmark testing in reading, Big Idea and benchmark testing in math, writing to a specified prompt at regular intervals during the year, and science benchmark testing.
Diagnostic: FAIR, DAR, Fox in a Box
End of Year: FAIR, Benchmark unit testing in reading, Benchmark and Big Idea tests in math, and final writing prompt.

Describe the plan to train staff on MTSS.

Professional development for RtI will be provided by the guidance counselor, with the assistance of the district personnel. The RtI leadership team and the grade level RtI committee will also evaluate what professional development opportunities are needed in the areas of interventions for reading, writing, and math. Also, FAIR training will be conducted by the Curriculum Resource Teacher, including PMRN reporting options and progress monitoring tools provided with the FAIR assessment.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based literacy leadership team consists of the Principal, CRT, and Team Leaders.

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

The reading committee meets regularly to discuss progress toward implementing SIP for reading, concerns, and to share ideas. Items discussed by reading committee are also discussed with principal/assistant principal, curriculum resource teacher and team leaders. The principal and CRT also meet with grade levels to discuss data on a regular basis. From these chats the LLT also helps to work toward improving reading curriculum.

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

Continue to make use of available data to plan and improve differentiated instruction for students. This data will be used to create groups of students who will be targeted for specific interventions.

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.

Talbot has one Pre-K program on its campus. This program serve ESE students. Many of these students continue to attend Talbot as kindergartners. In addition, any student who is an ESE Pre-K student has a transition IEP meeting that takes place in the spring prior to the kindergarten year.

All of our kindergartners partake in a staggered start for the beginning of the school year to assist with the transition to kindergarten. Parents choose one of the first three days during the first week of school to attend, and then all students begin

on the Thursday of the first week. This enables the kindergarten teacher to initiate some assessment and for students to acclimate to the kindergarten environment in a smaller group.

*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:	By the end of the school year, 2012-2013, the number of students proficient in reading as measured by FCAT 2.0 will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(67) of the students scored at Achievement Level 3 in reading.	In 2013, 21% of students will score at Achievement Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility of students	School will follow instructional Focus Calendar set by district	Principal/Curriculum Resource Specialist	Lesson plans will reflect use of pacing calendar	Lesson plans and classroom walk throughs will be used.
2	83% of Talbot students are performing at or above AL 3. This is a high level and it becomes more difficult to increase over the previous year's performance.	District-Wide supplemental programs will be used (Brain Pop, Ticket 2 Read, VMath, FCAT Focus, FCAT Explorer)	Curriculum Resource Specialist	Classroom snapshots will be done by administrative team	Treasures Benchmark data matched to FCAT focus data printouts
3	Lack of sufficient instructional time	Small group instruction for struggling readers	Principal/Curriculum Resource Specialist	Review FCAT and FAIR data	FCAT and FAIR assessment results
4	83% of Talbot students are performing at or above AL 3. This is a high level and it becomes more difficult to increase over the previous year's performance.	Teachers will make use of MacMillan McGraw - Hill assessments, On Track assessments, and FAIR testing to monitor instruction.	Principal, Curriculum Resource Specialist, and teacher	Results will be submitted and posted to Infinite Campus. FAIR results will be available on PMRN.These results will be used for data chats with teacher and principal/CRT.	Results are available on Infinite Campus or PMRN
5	Lack of sufficient instructional time	Afterschool tutoring program	Curriculum Resource Specialist	Review FCAT and FAIR data	FCAT and FAIR assessment results
6	83% of Talbot students are performing at or above AL 3. This is a high level and it becomes more difficult to increase over the previous year's performance.	Incorporation of research based strategies to teach reading and the use of Literacy Work Stations.	Principal/Curriculum Resource Specialist	Lesson plans will show evidence of research based strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations.	Lesson plans and classroom walk throughs will be used.
7	Lack of vocabulary development	Teachers will include a focus on vocabulary acquisition in their lessons	Principal/Curriculum Resource Specialist	Lesson plans will show evidence of vocabulary instruction	FAIR assessment, Treasures Benchmark assessments, and FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By the end of the school year, 2012-2013, the number of students scoring at Achievement Level 4, 5, or 6 will remain the same or increase by 1 student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1) of the students scored an Achievement Level of 4, 5, or 6 in reading	In 2013, the number of students scoring at Achievement Level of 4, 5, or 6 will increase by 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 ability to comprehend spoken and written language	Building background knowledge using relia and visuals	ESE Teachers	Expressive and receptive language will be measured using teacher made assessments.	Matching spoken and written vocabulary words and pictures

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:	By the end of the school year, 2012-2013, the number of students scoring above proficient in Reading as measured by the FCAT 2.0 will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (207) of the students scored at Achievement Level 4 or 5 in reading.	In 2013, 64% of students will score at Achievement Level 4 or 5.

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	This is a high level and it becomes more difficult to increase over the previous year's performance.	Continue to broaden the core curriculum with other literature such as class novels, Jamestown Readers,leveled readers, and literature groups	Principal/Teacher	Lesson plans will reflect use of additional reading materials	Lesson plans and Classroom snapshots
2		Increase rigor through Webb's Depth of Knowledge and higher order thinking questions	Principal	Lesson plans will reflect use of additional reading materials	Lesson plans and Classroom snapshots

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:	By the end of the school year, 2012-2013, the number of students scoring at or above Achievement Level 7 will incease by one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% (4) of the students scored at or above Achievement Level 7 in Reading.	In 2013, 5 students will score at or above Achievement Level 7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension skills and understanding of implicit information	Provide instruction and practice on answering implied questions such as cause and effect, inferences, and prediction using fiction and nonfiction text.	ESE Teachers	Analyze data from tests with a focus on answers to implicit questions.	Teacher made test

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of school year, 2012-2013, the nuber of students making learning gains in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (152) of students made learning gains in reading.	In 2013, 76% of the students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of reading ability in the classroom	Teachers will make use of data to plan differentiated instructions for individual and small groups.	Principal/ Curriculum Resource Specialist	Analyze data from FAIR and Reading Benchmark Assessments	Lesson plans and records of data chats
2	Students lack strategies to enhance comprehension	Teachers will make use of various learning strategies during instructional time such as Kagan structures, CRISS and Marzano strategies, UNRAAVEL, and graphic organizer	Principal/ Curriculum Resource Specialist	Lesson plans will reflect the use of strategies	Lesson plans and classroom snapshots

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By the end of the school year, 2012-2013, the number of students making learning gains in reading will remain the same as 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of the students made learning gains in reading.	In 2013, 100% of the students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Students participate in school-wide programs such as Ticket 2 Read, Earobics and Brain Pop	ESE Teacher	Review the data from the programs	Florida Alternate Assessment and reports from the technology programs

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:	By the end of the school year, 2012-2013, the percentage of the lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (22) of the lowest 25% made learning gains in reading on the 2011-2012 FCAT 2.0.	In 2013, 70% of the students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient instructional time.	Provide after school tutoring for struggling 3rd grade students	Curriculum Resource Specialist	Review FAIR and District Benchmark Assessment data	FAIR and Treasures Benchmark Assessments
2	Students lack decoding strategies and/or comprehension strategies	In addition to the 90 minute reading block, students will participate in the Great Leaps program.	Curriculum Resource Specialist	Students will take a pre and post test from the Great Leaps program	Great Leaps pre and post test
3	Students performing below grade level	Pull-out program for 2nd - 4th grade students in the lowest quartile	Principal/Curriculum Resource Specialist/Teacher	Review FAIR and District Benchmark Assessment data	FAIR and Treasures Benchmark Assessments
4	Lack of reading strategies to aid comprehension	Implementation of Triumphs Intervention from the MacMillan McGraw-Hill reading program.	Principal/Curriculum Resource Specialist	Review data from Reading Assessments	MacMillan/McGraw-Hill Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Increase student achievement in reading over the next six years as measured by the FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83%	85&	87%	88%	90%	

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:	By the end of the year, 2012-2013, the number of students making satisfactory progress in reading as measured by the FCAT 2.0 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall, 17%(55) of the students did not make satisfactory progress in reading. Student subgroups by ethnicity not making satisfactory progress in reading: White - 12% (27) Black - 39% (14) Hispanic - 37% (10) Asian - 11% (4)	In 2013, 84% of our total students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient instructional time	Additional reading strategies class for struggling readers	Principal/Curriculum Resource Specialist	Review of data from Treasures Benchmark Assessments and FAIR	Treasures Benchmark Assessment and FAIR
2	Lack of reading proficiency and mastery of benchmark skills	After school tutoring program for 3rd grade struggling readers	Principal/Curriculum Resource Specialist	Review of data from Treasures Benchmark Assessments and FAIR	Treasures Benchmark Assessment and FAIR
3	Lack of vocabulary development	Teachers will include a focus on vocabulary acquisition in their lessons.	Principal/Curriculum Resource Specialist	Lesson plans will show evidence of vocabulary instruction.	FAIR assessment, Treasures Benchmark assessments, and FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By the end of the year, 2012-2013, the number of ELL students making satisfactory progress in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3) of the ELL students did not make satisfactory progress in reading.	In 2013, 78% of our ELL students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language other than English is spoken at home	ELL students will be served in regular education classroom with a teacher certified in ESOL.	ESOL Coordinator, Classroom Teacher	Analyze data from Comprehensive Language Learning Assessment (CELLA) spring 2013.	CELLA Assessment and FCAT 2.0
2	English is the students' second language	Teachers will incorporate best practices for teaching ELL students such as scaffolding, gradual release, use of visual aids and graphic	ESOL Coordinator, Classroom Teacher	Analyze data from FAIR, Treasures Benchmark assessments, and CELLA.	FAIR, Treasures Benchmark assessments and CELLA.

		organizers.			

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:	By the end of the year 2012-2013, the number of students with disabilities making satisfactory progress in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (21) of students with disabilities did not make satisfactory progress as measured by FCAT 2.0	In 2013, 54% of our students with disabilities will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with grade level text when attempting to focus on a skill or benchmark	The Intervention portion of core curriculum will be utilized along with core curriculum during 90 minute reading block.	ESE Teacher, Guidance Counselor	Analyze data from FAIR and Treasures Benchmark assessments	FAIR and Benchmark assessments
2	Students not keeping pace with annual learning gains in reading	For students with needs beyond the core program explicit instruction will occur through appropriate ESE services.	ESE Teacher, Guidance Counselor	Monitor instructional calendar pacing, review classroom snapshot data with teachers and analyze data from FAIR and other school-wide assessments.	FAIR, Benchmark 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By the end of the school year, 2012-2013, the number of Economically Disadvantge students making satisfactory progress in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(27)of our Economically Disadvantaged students did not make satisfactory progress in reading as measured by the FCAT 2.0.	In 2013 65% of our Economically Disadvantaged students will make satisfactory progress on the FCAT 2.0.

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	Attendance, Tardies and Mobility	School will follow instructional Focus Calendar set by district.	Guidance Counselor, Curriculum Resource Specialist and Classroom Teacher	Review of lesson plans	Lesson Plans
2	Lack of sufficient instructional time	Provide small group reading instruction that is supplmental to the 90 minute block of reading	Principal, Curriculum Resource Specialist	Analyze data of FAIR and reading benchmark tests.	FAIR, Treasure Benchmark assessments
	Lack of vocabulary	Teachers will include a	Principal,	Lesson Plans will show	Lessons Plans

3	development	focus on vocabulary acquisition in their lessons.	Classroom teacher	evidence of vocabulary instruction.	

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
Book Study: Literacy Work Stations by Debbie Diller	K-2/Reading	Deanna Feagin	K-2 teachers	Early release days and once a month	Classroom snapshots, lesson plans	Principal, principal intern
Book Study: "A Framework for Understanding Poverty" by Ruby Payne.	K-5/all	Valerie Linn	School-wide	Starting in January on early release days and monthly	Group discussions and individual reflections	Principal, Guidance Counselor
Reading/Literacy: K-5 Teachers observing other teachers who implement highly effective literacy stations and guided reading groups.	K-5/Reading	Principal	K-5 teachers, Gifted, and ESE	January and February 2013	Classroom snapshots, lesson plans	Principal
Common Core Training	K-2/Reading	District Literacy Coaches	K-2 teachers, Gifted, and ESE	December 2012	Teacher lesson plans, Teacher observations, and classroom snapshots	Principal, CRT
Technology trainings K-5	K-5/Reading	District Technology Coach	School-wide	September, 2012 and ongoing	Classroom snapshots, lesson plans	Principal, CRT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Jamestown Readers	Instructional materials that include novels to challenge high performing students	Equalization/Internal	$1,372.67
Great Leaps	Instuctional materials emphasizing phonics and fluency for K-2 and comprehension and fluency for 3-5.	Grant Funded	$1,500.00
Words Their Way	Instructional materials to aid vocabulary development	WalMart Grant	$300.00
			Subtotal: $3,172.67
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Computer program	PTA	$3,151.00

Ticket 2 Read, StarFall, Tumble Books, Earobics	Computer software to enhance reading skills	District	$0.00
			Subtotal: $3,151.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Work Stations by Debbie Diller	Books for Book Study	CREATE	$200.00
A Framework for Understanding Poverty by Ruby Payne	Materials and books for Book Study	WalMart Grant	$700.00
			Subtotal: $900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
3rd grade after school tutoring	3rd grade students tutored after school twice a week on FCAT strategies	Internal	$3,000.00
Informational meeting for parents of 3rd graders	Provide information for parents concerning FCAT 2.0 and promotion requirements	Internal	$100.00
			Subtotal: $3,100.00
			Grand Total: $10,323.67

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:	To increase proficiency of listening/speaking in English of ELL students.
2012 Current Percent of Students Proficient in listening/speaking:	
78% (18)of the students scored proficient in listening/speaking as measured by CELLA.	

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	English is a second language	ELL students will be served in regular education classroom with a teacher certified in ESOL.	ESOL Coordinator, Classroom Teacher	Analyze data from CELLA	CELLA
2	Language other than English is spoken at home	Small group instruction, use of technology, and best practices for teaching ELLs such as using visual aids and graphic organizers	ESOL Coordinator, Classroom Teacher	Analyze data from CELLA	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	To increase proficiency in reading in English of ELL students.

2012 Current Percent of Students Proficient in reading:
78% (18) of the ELL students scored proficient in reading as measured by CELLA.

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	English is a second language	ELL students will be served in regular education classroom with a teacher certified in ESOL.	ESOL Coordinator, Classroom Teacher	Analyze data from CELLA	CELLA
2	Language other than English is spoken at home	Small group instruction, use of technology, and best practices for teaching ELLs such as using visual aids and graphic organizers	ESOL Coordinator, Classroom Teacher	Analyze data from CELLA	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	To increase proficiency in writing in English of ELL students.
2012 Current Percent of Students Proficient in writing:	
78% (18) of ELL students scored proficient in writing as measured by CELLA.	

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	English is a second language.	ELL students will be served in regular education classroom with a teacher certified in ESOL.	ESOL Coordinator, Classroom Teacher	Analyze data from CELLA	CELLA
2	Language other than English is spoken at home.	Small group instruction, use of technology, and best practices for teaching ELLs such as using visual aids and graphic organizers	ESOL Coordinator, Classroom Teacher	Analyze data from CELLA	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop ESL	Computer software program	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL certification classes	Online classes provided by Beacon Educator	District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Heritage Language Dictionary	Dictionary in student's home language with English translation	District	$0.00
CELLA Assessment by Teacher	Substitute for teacher so she can conduct CELLA assessment	Internal	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

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:	By the end of the school year, 2012-2013, the number of students proficient in mathematics as measured by the FCAT 2.0 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 24% (80) of the students scored at Achievement Level 3 in mathematics.	In 2013, 26% of the students will score at Achievement Level 3 in mathematics on the FCAT 2.0.

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	Varying levels of math ability in the classroom	Review assessment data from benchmark testing, Big Idea math tests, and chapter tests. Data chats to discuss trends, areas of concern. Based on trends plans will be made for further instruction. Cross-grade level meetings will be held to discuss math content between grade levels.	Principal, Curriculum Resource Specialist, Math Committee Chair	Lesson plans will reflect remediation of skills. Summary of crossgrade level meetings will be shared with team members, principal, and CRT	Lesson plans and assessments
2	Varying learning modalities and math abilities in the classroom.	Provide more hands-on math opportunities for students through AIMS and GEMS, and math manipulatives. Use technology to enhance lessons - Bright Links and programs such as VMath, FCAT Explorer and Focus.	Principal, Curriculum Resource Specialist, Math Committee Chair	Lesson plans with AIMS/GEMS Data from software usage by student	Classroom Snapshots Software reports
3	First year for computer based testing for FCAT 2.0	Provide opportunites in the classroom and the computer lab to practice taking math tests on the computer. Also instruction will include computer test taking strategies.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from math chapter tests	Math Chapter Tests

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:	By the end of the school year, 2012-2013, the number of students scoring at levels 4, 5, and 6 in mathematics will stay the same or decrease by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% (4) of the students scored at Levels 4, 5, 6 in mathematics.	In 2013, 4 students or less will score at levels 4, 5, and 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of critical thinking abilities	Use of modeling and manipulatives tied to real life experiences	ESE Teacher	Analyze data from Florida Alternate Assessment	Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the end of the school year, 2012-2013, the number of students scoring at or above a Level 4 as measured by the FCAT 2.0 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (182) of the students scored at or above Achievement Level 4 in mathematics.	In 2013, 57% of the students will score a level 4 or above in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of math ability	Differentiated math groups in grades 3-5 for whole group and small group math instruction	Principal, Curriculum Resource Specialist	Analyze data from Big Idea assessments and On Track Assessments	Big Idea assessments and On Track Assessments
2	Time to "challenge" and "stretch" the thinking of high performing students	3rd, 4th, and 5th grade Gifted students will be served daily in the area of math.	Gifted Teacher, CRT, Principal	On going progress monitoring, Data Chats	On Track, chapter tests
3	Lack of appropriate extension activities for level 4 and 5 Math students.	Provide differentiated instruction to students in grades K-5.	Principal, Curriculum Resource Specialist	Analyze data from Big Idea assessments and On Track Assessments	Big Idea assessments and On Track 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 mathematics. Mathematics Goal #2b:	By the end of the school year, 2012-2013, the number of students scoring at or above Achievement Level 7 as measured by Florida Alternate Assessment will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2) of the students scored at or above Achievement Level 7 in mathematics.	In 2013, 3 students will score at or above Achievement Level 7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of measurement skills and geometry knowledge	Provide opportunities for students use both skills in real life situations	ESE Teachers	Analyze data from Florida Alternate Assessment.	Florida Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of the school year, 2012-2013, the number of students making learning gains in mathematics as measured by FCAT 2.0 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (145) of students made learning gains in mathematics on the 2011-2012 FCAT 2.0.	In 2013, 75% of the students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	First year for computer based testing for FCAT 2.0	Provide opportunites in the classroom and the computer lab to practice taking math tests on the computer. Also instruction will include computer test taking strategies.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from math chapter tests	Math Chapter Tests and FCAT 2.0
2	Varying learning modalities and math abilities in the classroom.	Provide more hands-on math opportunities for students through AIMS and GEMS, and math manipulatives. Use technology to enhance lessons - Bright Links and programs such as VMath, FCAT Explore and Focus.	Principal, Curriculum Resource Specialist, Math Committee Chair	Lesson plans with AIMS/GEMS Data from software usage by student	Class walk throughs Software reports
3	Students need remediation and repetition to master basic skills	Teachers will use programs that reinforce basic skills through repetition such as Calendar Math, Mountain Math, or Drops in a Bucket with fidelity.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from chapter tests, Big Idea tests, and On Track.	Go Math Chapter and Big Idea Assessments On Track Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By the end of the school year, 2012-2013, the number of students making learning gains in mathematics as measured by Florida Alternate Assessment will remain the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) made learning gains in mathematics.	In 2013, 100% of the students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of critical thinking	Provide opportunities to solve real life higher order thinking problems.	ESE Teachers	Review of data from teacher made test on problem solving.	Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the end of the school year, 2012-2013, the number of student in the lowest 25% making learning gains in mathematics as measured by the FCAT 2.0 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (21) of the lowest 25% made learning gains in mathematics on the 2011-2012 FCAT 2.0.	In 2013, 58% of the lowest 25% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	First year for computer based testing for FCAT 2.0	Provide opportunites in the classroom and the computer lab to practice taking math tests on the computer. Also instruction will include computer test taking strategies.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from math chapter tests	Math Chapter Tests and FCAT 2.0
2	Varying learning modalities and math abilities in the classroom.	Provide more hands-on math opportunities for students through AIMS and GEMS, and math manipulatives. Use technology to enhance lessons - Bright Links and programs such as VMath, FCAT Explore and Focus.	Principal, Curriculum Resource Specialist, Math Committee Chair	Lesson plans with AIMS/GEMS Data from software usage by student	Class walk throughs Software reports
3	Students need remediation and repetition to master basic skills	Teachers will use programs that reinforce basic skills through repetition such as Calendar Math, Mountain Math, or Drops in a Bucket with fidelity.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from chapter tests, Big Idea tests, and On Track.	Go Math Chapter and Big Idea Assessments On Track Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Elementary School Mathematics Goal #

5A : Increase student achievement in mathematics over the next six years as measured by the FCAT 2.0.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79%	83%	85%	87%	88%	

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:	By the end of the year, 2012-2013, the number of students in subgroups by ethnicity will make satisfactory progress in mathematics as measured by the FCAT 2.0 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall, 21%(65) of the students did not make satisfactory progress in reading. Student subgroups by ethnicity not making satisfactory progress in reading: White - 20% (43) Black - 50% (18) Hispanic - 11% (3) Asian - 3% (1)	In 2013, 80% of the students in subgroups by ethnicity will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	First year for computer based testing for FCAT 2.0	Provide opportunites in the classroom and the computer lab to practice taking math tests on the computer. Also instruction will include computer test taking strategies.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from math chapter tests	Math Chapter Tests and FCAT 2.0
2	Lack of critical thinking skills required to solve every day problems.	Critical thinking skills will be incorporated into all Math curriculum	Principal, Curriculum Resource Specialist, Math Committee Chair	Evidence of strategies implemented by students during Math assessments,lesson plans reflect strategies; classroom walk-throughs	FCAT Math Assessment; OnTrack Benchmark Assessments; Chapter tests
3	Students need remediation and repetition to master basic skills	Teachers will use programs that reinforce basic skills through repetition such as Calendar Math, Mountain Math, or Drops in a Bucket with fidelity.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from chapter tests, Big Idea tests, and On Track.	Go Math Chapter and Big Idea Assessments On Track Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By the end of the school year, 2012-2013, the number of ELL students making satisfactory progress in mathematics as measured by the FCAT 2.0 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2) of the ELLs did not make satisfactory progress in mathematics on the FCAT 2.0.	In 2013, 88% of the ELL students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite and basic skills.	Explicit instruction with hands-on guided and independent practice will be incorporated.	Classroom Teacher	Review data from OnTrack Benchmark Assessment, Chapter Tests, Big Idea Tests	OnTrack Benchmark Assessment, Chapter Tests, Big Idea Tests
	English is the students' second language.	Teachers will incorporate best practices for	ESOL Coordinator, Classroom Teacher	Review data from OnTrack Benchmark	OnTrack Benchmark

2		teaching ELL students such as scaffolding, gradual release, use of manipulatives and visual aids.		Assessment, Chapter Tests, Big Idea Tests	Assessment, Chapter Tests, Big Idea Tests
3	Language other than English is spoken at home.	ELL students will be served in regular education classroom with a teacher certified in ESOL.	ESOL Coordinator, Classroom Teacher	Review data from OnTrack Benchmark Assessment, Chapter Tests, Big Idea Tests	OnTrack Benchmark Assessment, Chapter Tests, Big Idea Tests

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:	By the end of the school year, 2012-2013, the number of students with disabilities making satisfactory progress in mathematics as measured by the FCAT 2.0 will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (22) of the students with disabilities did not make satisfactory progress in mathematics.	In 2013, 50%% of the students with disabilities will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student not able to maintain pacing and mastery of current Math pacing guide.	Targeted interventions will be planned and imlemented based on individual student needs using researched based strategies.	ESE Teacher, Guidance Counselor	Review data from OnTrack Benchmark Assessment, Chapter Tests, Big Idea Tests	On Track Benchmark Assessment, Chapter Tests, Big Idea Tests
2	Interpreting current and new data elements integrated into the daily Math instruction.	Students will be tested using the On Track Benchmark assessments three times a year and unit/chapter tests. Data will be used to monitor student progress and plan differentiated instruction within the 60 minute math block.	Principal, ESE Teacher, Guidance Counselor	Progress reviewed using Chapter tests, OnTrack Benchmark Assessments, Big Idea Assessment data. Percent of students making adequate progress toward benchmarks will be calculated	On Track Benchmark Assessment, Chapter Tests, Big Idea Tests

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By the end of the school year, 2012-2013, the number of Economically Disadvantaged students making satisfactory progress in mathematics as measured by the FCAT 2.0 will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(26)of our Economically Disadvantaged students did not made satisfactory progress on the 2010-2011 FCAT.	In 2013 68% of our Economically Disadvantage will make Adequate Yearly Progress on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of prerequisite and basic skills.	Explicit instruction with hands-on guided and independent practice will be incorporated.	Classroom Teacher	Review data from OnTrack Benchmark Assessment, Chapter Tests, Big Idea Tests	OnTrack Benchmark Assessment,ChapterTests, Big Idea Tests
2	Students need remediation and repetition to master basic skills	Teachers will use programs that reinforce basic skills through repetition such as Calendar Math, Mountain Math, or Drops in a Bucket with fidelity.	Principal, Curriculum Resource Specialist, Math Committee Chair	Analyze data from chapter tests, Big Idea tests, and On Track.	Go Math Chapter and Big Idea Assessments On Track Assessment

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
Common Core Training	K-2/Math	District Coaches	K-2 teachers, Gifted, and ESE	December 2012	Teacher lesson plans, Teacher observations, and classroom snapshots	Principal, CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Work Stations	Book to provide ideas for differentiating math stations	Internal	$150.00
			Subtotal: $150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
VMath	Computer software program	District	$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
Instructional materials for home use	Materials provided for families to work with their children at home	WalMart Grant	$500.00
			Subtotal: $500.00
			Grand Total: $650.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the end of the year, 2012-2013, the number of students proficient in science as measured by the FCAT 2.0 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th grade - 33% (38)of students scored a level 3 on the 2011-2012 FCAT in science.	In 2013, 35% of the students will be proficient in science as measured by the FCAT 2.0.

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	Lack of student knowledge of scientific concepts	Use hands-on learning, experiments, guest speakes and field trips to reinforce science concepts	Principal, Curriculum Resource Specialist, Classroom Teacher	Analyze data from Science benchmark assessments and FCAT 2.0	Science benchmarks FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of the school year, 2012-2013, the number of students scoring at or above a Level 4 as measured by the FCAT 2.0 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (61) of students in grade 5 achieved above proficiency (4/5) in science on the FCAT.	In 2013, 57% of the students will score a level 4 or above in science on the FCAT 2.0.

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	Lack of extension activities for level 4 and 5 Science students.	Differentiated instruction will be provided in Science to provide an enriched curriculum for students.	Principal, Curriculum Resource Specialist, Classroom Teacher	Lesson plans reflect differentiated lessons, differentiated lessons observed during classroom walk-throughs.	Classroom assessments, OnTrack Benchmark Assessments, FCAT Science Assessment
2	Time to "challenge" and "stretch" the thinking of high performing students	1st, 2nd, and 5th grade Gifted students will be served daily in the area of science.	Principal, Curriculum Resource Specialist, Teacher of Gifted	On going progress monitoring, Data Chats	Classroom assessments, OnTrack Benchmark Assessments, FCAT Science Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for National Geographic Series	K-5/Science	Textbook Company	First year teachers and newly hired	August, 2012	Lesson plans	District Science Coordinator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NG Connect, Discovery Education	Computer software programs	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for National Geographic Series	Training for first year teachers and newly hired teachers	District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the end of the school year, 2012-2013, the number of students scoring at or above Achievement Level 3.0 in writing as measured by the FCAT 2.0 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (86) of the students scored at Achievement Level 3.0 and higher in writing.	In 2013, 90% of the students will score a level 3.0 or above in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills.	Kindergarten through fourth grade teachers will supplement the writing curiculum with Kathy Robinson writing instruction materials	Principal, Curriculum Resource Specialist, K-4 Classroom teachers	Lesson plans reflect writing models, evidence of writing strategies as observed in classroom walk-throughs	FCAT Writes, writing prompts, classroom assignments
2	Varying levels of writing skills	Use the results from prompts and class activities to group students for further instruction in writing and provide differentiated instruction	Principal, Curriculum Resource Specialist, K-5 Classroom teachers	Students' samples will be reviewed and holistically scored. This information will be used to plan for differentiated instruction.	FCAT Writes, writing prompts, classroom assignments

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:	By the end of the school year, 2012-2013, the number of students scoring at or above a Level 4 as measured by the Florida Alternate Assessment will remain the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) of the students scored at 4 or higher in writing as measured by Florida Alternate Assessment.	In 2013, 100% of the students will score at 4 or higher in writing as measured by Florida Alternate Assessment.

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 writing skills	Elements of writing will be explicitly taught, practiced and observed in students' work	Principal, Curriculum Resource Teacher, ESE Teacher, Guidance Counselor	Class writing assignments	Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Writing Inservice	4th grade/writing	Amy Shockley	4th grade teacher and Curriculum Resource Teacher	October, 2012	Lesson plans and writing samples	Principal
Writing Inservice	3rd and 4th grade /writing	Maryann Myrand	3rd and 4th grade teachers	September, 2012	Team meeting discussions	Principal, Team Leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Just Writes 4th Grade Curriculum	Kathy Robinson writing curriculum	Internal	$543.59
			Subtotal: $543.59
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
Display of exemplary student writing	Teachers will display student writing	Internal	$100.00
School-wide writing prompts	Develop and implement school-wide writing prompts and copies for students	Internal	$200.00
			Subtotal: $300.00
			Grand Total: $843.59

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:	By the end of the school year, 2012-2013, the student daily attendance rate will increase and the student tardies will decrease.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The daily attendance rate for the 2011-2012 school year was 99%.	In 2013, the Expected Attendance Rate will be 99%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Current number of students with 10 or more unexcused absences for the 2011-2012 school year is 33.	In 2013 the number of students with 10 or more unexcused absences will be 30.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
140 students had 10 or more unexcused tardies for the 2011-2012 school year.	In 2013 the expected number of students with excessive tardies (10 or more) will be 120.

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. Effective communication with parents as to the importance of students attending school every day and arriving to school on time. 2. Unpredictable parental support to ensure that students attend school daily and on time. 3. Parent unaware of number of absences and our goal to have 100% daily attendance.	1. Call parents on the student's third unexcused absence or tardy. 2. Call parents on the fifth unexcused absence or tardy 3. Positive attendance awards every 9 weeks for perfect attendance.	1. Homeroom teacher 2. BRT/Principal Intern 3. BRT/Principal Intern	1. Weekly monitoring of attendance and tardy reports. 2. Monitor IC school attendance and tardy data reports weekly.	1. Number of students absent and tardy this school year compared with previous school years. 2. Progress monitoring of attendance and tardy reports utilizing data comparison of last year data with this year. 3. Number of students absent

					and tardy this year compared with previous school years.

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:	Talbot will decrease out of school suspensions by 3 students in 11-12 school year

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Talbot Elementary had 3 students in in-school suspension	Talbot will decrease in school suspensions by 1 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3 students	In 2013 the expected number of students Suspended In-School will be 10.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Talbot Elementary suspended 7 student out of school	In 2013 the expected number of students Suspended Out- of -School will be 10.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7 students	In 2013 the expected number of students Suspended Out- of -School will be 10.

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.Limited parental support for parents of students with high level of suspensions.	1. Active involvement with identified group based upon IC report of top 10% referrals. 2. Implement mentoring with an emphasis on problem-solving skills.	1. Principal, BRT/Principal Intern, Counselor, CRT	1. Weekly review of discipline referral data. 2. Meeting and collaborating with BRT colleagues & committee members to brainstorm and discuss a decrease in suspensions.	1. Reductions of the number of suspensions. 2. Students exhibiting positive traits on school campus

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
Book Study: Understanding the Framework of Poverty by Ruby Payne.	K-5	Principal, BRT/Principal Intern, CRT, Counselor	Interested faculty & staff	Early Release days (1 X per month)	1. Discussion of chapters 2. Meeting with parents of students	Principal or Designee

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.*	To provide increased opportunites for parental involvement in the education of their child in order to increase school success and academic achievement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The percentage of parents satisfied with communication between home and school was 89%.	Talbot will increase parental involvement opportunities by 1% in the 2012-2013 school year.

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	Availability of Internet access	Maintain the school website to keep parents informed of activities	Principal, Technology Committee	Feedback on climate survey Spring 2013 and SAC feedback.	Climate survey results
2	Availability of Internet access	Implement district-wide Parent Portal software	Principal, Technology Committee	Feedback on climate survey Spring 2013 and SAC feedback	Climate survey results
3	Parents unable to attend meeting	Grade level meetings with parents at 3rd grade to share promotion requirements and FCAT reading	Principal, Guidance Counselor, Curriculum Resource Specialist, Team Leader	Feedback from parents	Sign-in at parent meetings.
	No anticipated barrier	Continue to provide many means of	Principal and Teachers	Feedback on climate survey Spring 2013 and	Climate survey results

4		communication for parents such as agendas, newsletters, conferences, phone calls, etc. to share student progress and make parents aware of school wide events.		SAC feedback.	

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
Infinite Campus - Parent Portal and School website	Online sites for communication	District	$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
Newsletters	Xeroxing costs for newsletters	Internal	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Parent Involvement Goal(s)

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

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

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

STEM Goal #1:	

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

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

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

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

STEM Budget:

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

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	Jamestown Readers	Instructional materials that include novels to challenge high performing students	Equalization/Internal	$1,372.67
Reading	Great Leaps	Instuctional materials emphasizing phonics and fluency for K-2 and comprehension and fluency for 3-5.	Grant Funded	$1,500.00
Reading	Words Their Way	Instructional materials to aid vocabulary development	WalMart Grant	$300.00
Mathematics	Math Work Stations	Book to provide ideas for differentiating math stations	Internal	$150.00
Writing	Just Writes 4th Grade Curriculum	Kathy Robinson writing curriculum	Internal	$543.59
				Subtotal: $3,866.26
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Computer program	PTA	$3,151.00
Reading	Ticket 2 Read, StarFall, Tumble Books, Earobics	Computer software to enhance reading skills	District	$0.00
CELLA	Brain Pop ESL	Computer software program	District	$0.00
Mathematics	VMath	Computer software program	District	$0.00
Science	NG Connect, Discovery Education	Computer software programs	District	$0.00
Parent Involvement	Infinite Campus - Parent Portal and School website	Online sites for communication	District	$0.00
				Subtotal: $3,151.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Work Stations by Debbie Diller	Books for Book Study	CREATE	$200.00
Reading	A Framework for Understanding Poverty by Ruby Payne	Materials and books for Book Study	WalMart Grant	$700.00
CELLA	ESOL certification classes	Online classes provided by Beacon Educator	District	$0.00
Science	Training for National Geographic Series	Training for first year teachers and newly hired teachers	District	$0.00
				Subtotal: $900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3rd grade after school tutoring	3rd grade students tutored after school twice a week on FCAT strategies	Internal	$3,000.00
Reading	Informational meeting for parents of 3rd graders	Provide information for parents concerning FCAT 2.0 and promotion requirements	Internal	$100.00
CELLA	Heritage Language Dictionary	Dictionary in student's home language with English translation	District	$0.00
CELLA	CELLA Assessment by Teacher	Substitute for teacher so she can conduct CELLA assessment	Internal	$100.00

Mathematics	Instructional materials for home use	Materials provided for families to work with their children at home	WalMart Grant	$500.00
Writing	Display of exemplary student writing	Teachers will display student writing	Internal	$100.00
Writing	School-wide writing prompts	Develop and implement school-wide writing prompts and copies for students	Internal	$200.00
Parent Involvement	Newsletters	Xeroxing costs for newsletters	Internal	$100.00
				Subtotal: $4,100.00
				Grand Total: $12,017.26

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.

No Attachment (Uploaded on 11/7/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

We are in the process of adding new community business members to SAC. We have identified several potential business members and the SAC chair is meeting with them to invite them to join our school advisory council.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory council will meet four times in the 2012-2013 school year. The planned dates are: October 23, January 22, May 21 and June 11. All meetings are scheduled to take place at the school. The SAC members serve in an advisory capacity to the school principal and in the preparation and evaluation for the school improvement plan required pursuant to Florida statutes.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District WILLIAM S. TALBOT ELEM SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	92%	99%	81%	365	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	72%			148	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?	73% (YES)	71% (YES)			144	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					657	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District WILLIAM S. TALBOT ELEM SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	94%	96%	90%	375	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	72%	67%			139	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?	72% (YES)	70% (YES)			142	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					656	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested