

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: LITTLE RIVER ELEMENTARY

District Name: Orange

Principal: Karen Bindas

SAC Chair: Kimberly Gay

Superintendent: Dr. Barbara M. Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/17/2012

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	Karen Bindas	Master of Science in Educational Leadership, Nova Southeastern University. BA of Science in Elementary Education, Western Illinois University. Early Childhood certification, Florida		6.5	Deerwood Elementary School 2006-2007 A AYP Yes Bonneville Elementary School 2007-2008 A AYP Yes 2008-2009 A AYP NO Stone Lakes Elementary 2009-2010 A AYP Yes 2010-2011 A AYP Yes 2011-2012 A AYP Yes

INSTRUCTIONAL COACHES

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

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Michelle Alianiello	Early Childhood Education, ESOL Endorsement, Master's Degree in Early Childhood, Reading Endorsement	3	3	2011-2012: School Grade B, Reading Mastery: 56 %, Math Mastery: 57%, Writing Mastery: 82%, Science Mastery 42%, Learning Gains in Reading: 71%, Learning Gains in Math: 64%, Lowest 25% Reading: 76%, Lowest 25% Math : 46%
Curriculum Resourch Teacher	Julie Eddy	Elementary Education degree, ESOL Endorsement, ESE Certified	3		2011-2012: School Grade B, Reading Mastery: 56 %, Math Mastery: 57%, Writing Mastery: 82%, Science Mastery 42%, Learning Gains in Reading: 71%, Learning Gains in Math: 64%, Lowest 25% Reading: 76%, Lowest 25% Math : 46%
Math Coach	Danita Chiclana	BS Psychology/ Middle Grades Integrated Curriculum, ESE K-12			Legacy Middle School: 2011-2012: School Grade A, Reading Mastery: 72 %, Math Mastery: 63%, Writing Mastery: 94%, 2010-2011: School grade A / AYP YES Reading Mastery: 73 %, Math Mastery: 70%, Writing Mastery: 75%, 2009-2010: School Grade: A AYP/ YES Reading Mastery: 73 %, Math Mastery: 69%, Writing Mastery: 82%,

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	Partnering new teachers with veteran staff members	Reading Coach	06/07/13	
2	Meeting throughout the year with new teachers Providing on going professional development and mentoring	CRT; Instructional Support Mentor Teacher	06/07/13	
3	Developing a Leaders for Learning team. Inviting aspiring teacher leaders,while holding monthly meetings and professional dialogue sessions.	Principal	06/07/13	
4	Change of grade level team leaders after 2 years experience allowing for additional teacher leadership growth and development.	Principal	06/07/13	

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
1 Out of Field Teacher; Completed course work, waiting for certificate. 11 less than effective teachers	Teachers will receive on-going best-instructional practice training and support from The Principal (Instructional Leader)the CRT, and Reading and Math Coach. Additionally the Principal has created a Leaders for Learning Team who meet regularly to discuss the school vision and goals. Leadership is woven throughout the grade levels. These leaders carry out the teams PLC

work and ensure it is taking place each day as Teachers collaborate on best practices and how to alter and differentiate instruction.

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
35	5.7%(2)	28.6%(10)	40.0%(14)	25.7%(9)	37.1%(13)	97.1%(34)	74.3%(26)	5.7%(2)	71.4%(25)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
LuAnn MacNitt	Amanda Hill	Mentor is veteran teacher who has facilitated learning gains with students on same grade level as mentee.	Continue Monthly mentor/mentee meetings with Instructional Coach and meet with mentor as part of 2nd year induction program.
Rebecca Pendleton	Martin Rohleder	Mentor is veteran teacher who has facilitated learning gains with students on same grade level as mentee.	Continue Monthly mentor/mentee meetings with Instructional Coach and meet with mentor as part of 2nd year induction program.
Alyssa Bauman	Alyssa Pollock	Mentor is veteran teacher who has facilitated learning gains with students on same grade level as mentee.	Monthly mentor/mentee meetings with Instructional Coach and weekly meetings between mentor and mentee.
Michelle Alianiello	Lauren Garcia	Mentor is veteran teacher who has facilitated learning gains with students on same grade level as mentee.	Monthly mentor/mentee meetings with Instructional Coach and weekly meetings between mentor and mentee.

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 1 funds are used for professional development, consultants, educational materials and other resources as needed. The Breakfast in the Classroom program allows 100% of our students to receive a free breakfast and eat in their homeroom

classroom. 83.1% of our students qualify for the Free and Reduced meal program. The school resource officer provides drug prevention, violence prevention and safety to our students. Our 5th grade students participate in the MAGIC (Make A Great Impact on Children) program and 4th grade students participate in GREAT (Gang Resistance Education and Training). Students in K-4 grades receive visitation from the school resource officer for safety lessons. Our district social worker and guidance counselor work with homeless students under the McKinney-Vento Act. At this time there are 17 students reported as homeless.

Title I, Part C- Migrant

At this time, there are 3 Migrant children reported. Our Guidance Counselor and School Social Worker are the contacts for this component.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Stipends were paid for teachers in K-5th grades to work on pacing guides for reading, math, science, and writing. Title 1 funds are used to provide staff development, resources and materials.

Title II

Grade level teacher teams will be focusing on implementing best practices with Thinking Maps across the curriculum. Resource materials, training opportunities and/or Substitute teachers will be provided for the team, so they may plan, implement and discuss effective lessons and best practices with instructional delivery.

Title III

We will coordinate with the district to provide reading, math, and science support for ELL students who are below grade level.

Title X- Homeless

The district Social Worker provides resources for students identified as homeless under the McKinney-Vento Act. At this time we have 17 reported.

Supplemental Academic Instruction (SAI)

Little River will use SAI funds to secure a resource teacher position and use the remaining dollars for supplemental materials used with the students she serves.

Violence Prevention Programs

The school resource officer provides drug prevention, violence prevention and safety lessons to our students once a week. Our 4th and 5th grade students participate in the GREAT and MAGIC programs. Students in K-3 grades receive visitation from the school resource officer for safety lessons.

Nutrition Programs

The students are given the opportunity to participate in the Free and Reduced Lunch Program through Orange County Public Schools at the beginning of each new school year or upon registration. This year, Little River Elementary also qualifies for the Breakfast in the Classroom Program where all students are eligible to receive breakfast each day and eat with their teachers in the classroom.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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: Directs RtI team, ensures that RtI is being implemented school-wide, provides support for teachers, collaborates with team to match the appropriate intervention to the student needs, communicates with parents, ensures programs are being implemented with fidelity.

RtI Coach: Ensures that RtI is being implemented school-wide, provides support for teachers, collaborates with team to match the appropriate intervention to the student's needs, communicates with parents, ensure programs are being implemented with fidelity. She will also oversee student data collection, data analysis, documentation of interventions, meet with all teachers to provide support and resources for Tier 1, Tier 2, and Tier 3 students.

Reading/Math Coaches: Monitor the use of scientifically based programs for interventions, meet with all teachers to provide support and model lessons, assist with data collection, and data analysis, provide professional development

Curriculum Resource Teacher: Monitors the implementation of scientifically based programs for interventions, meet with all teachers to provide support and model lessons, assist with data collection, and data analysis, provide professional development.

School Psychologist: Attends RtI meetings, data collection, interprets data, data analysis, helps match intervention to student need, provides support for intervention fidelity and documentation, provides compliance assistance.

Behavior Resource: Specializes in Tier 1, Tier 2, and Tier 3 support for implementation of the school-wide behavior plan, CHAMPS. Behavior Resource implements behavior plans, meet with teachers to ensure appropriate implementation of CHAMPS.

General Education Teachers: Provide core instruction, collaborate with team to provide Tier 2 and Tier 3 instruction, participates in data collection and actively participates in data discussions.

Intervention Teachers: Provide core instruction, collaborate with team to provide Tier 2 and Tier 3 instruction, participate in data collection.

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 RtI and RtI Behavior team meet bi-monthly with grade level teams to discuss tier I, tier II and tier III students and disaggregate data. On-going progress monitoring is then established utilizing the STAR, Write Score, and Core curriculum common assessments. Meetings may be conducted on a more frequent basis, as needed, to ensure an upward academic and/or behavioral student progression.

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

The Response to Intervention Team (RtI) meets with the School Advisory Council (SAC) to develop the School Improvement Plan. The RtI team provides school-wide assessment data on Tier 1, Tier 2, and Tier 3 students. Based on data, recommendations for professional development and allocations of resources.

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- Florida Comprehensive Assessment Test (FCAT), Edusoft Benchmark Exam, Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring- STAR Reading (K-5), Reading Plus (3-5), Write Score (3-5)

Mid year- FAIR, Edusoft, STAR, SuccessMaker, Reading Plus (3-5), Write Score (3-5)

End of Year- FCAT, FAIR, STAR, SuccessMaker, Reading Plus (3-5), Write Score (3-5)

Describe the plan to train staff on MTSS.

New teachers will receive information from RtI coach on the RtI process. The RtI team and RtI behavior team will provide

professional development, instructional support and technical assistance during teachers' planning time bi-monthly throughout the school year as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Little River Literacy Leadership team includes the Karen Bindas, (Principal) Julie Eddy, (CRT) Danita Chiclana, (Behavior Resource, Math Coach), and Michelle Alianiello (Reading/Literacy Coach), Erica Kmak (Staffing-CCT RTI coach) and Tracy Baggott/Lisa Irvine (ESE Resource teachers)

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

The LLT will conduct meetings with administration and teachers twice a month to disaggregate data, discuss Tier II and Tier III students, including students who are below, meeting or exceeding grade level expectations. The LLT will monitor progress, link instruction to data results, make changes to Tier II and Tier III interventions as needed. They will also provide staff development and allocate resources based on student needs.

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

The LLT meets with the School Advisory Council (SAC) to develop the School Improvement Plan. The LLT provides school-wide assessment data on Tier 1, Tier 2, and Tier 3 students. It makes recommendations for professional development and allocations of resources based on the analysis of that data.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The VPK teacher visits students in the summer before school starts to help them with the transition to elementary school. She gathers information and gets to know the students. The school has a Meet the Teacher day. Parents and students get to visit the classroom and get more information about school.

*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:	We align our curriculum, instruction, and assessment with our expectations based on the five essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We provide a daily 90-minute reading block. We will use Imagine It!, a research-based reading program, as our core reading program. The reading block will address whole group and small group instruction, as well as workshop based on instructional objectives. The reading block will be focused on the following three areas: (1) Instructional Focus - alphabetic knowledge, phonics, concepts of print, spelling, oral language, fluency, text reading, and comprehension; (2) Instructional Quality – use of explicit, direct language; modeling examples for students; providing immediate feedback and differentiated support to students; and (3) Student Engagement – students actively involved in the academically focused reading activities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 25%(53)of all students taking the FCAT reading test scored a level 3.	By June 2013, 28% of all students taking the FCAT reading test will score at 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	Limited Teacher/parent communication of student progress	Develop strategies to increase communication between home and school	Teachers, Instructional Support, & Administration	Frequent monitoring of planners, phone logs, attendance at school events and conferences	Parent survey at the end of the year
2	Lack of knowledge of appropriate instructional strategies	Create a PLC for The Art and Science of Teaching by Marzano	CRT	Monthly meetings using PDSonline and face to face format	Chat sessions and course completion evaluation tool
3	Lack of understanding of monitoring and tracking student progress	Teachers will receive training on monitoring and tracking student progress	Teachers, Instructional Support, & Administration	Monitor lesson plans and classroom visits, data and progress monitoring meetings	Lesson plans template, evidence from iObservation
4	Bridging the gap of NGSSS/Common Core State Standards	Common Core Black Belts receive training and bring back information to lead their teams	Black belts, administration, instructional support	Evidence of effective teaching practices based on CCSS	iObservation and lesson plan templates
5	Understanding of NGSSS and CCSS consistency among grade level	Team lesson planning and implemented	Administration Teachers Instructional Support	Review data to ensure pacing is appropriate and students are achieving mastery	FCAT, Edusoft, Common Assessments
6	Students entering school with limited English vocabulary.	Implementation of Elements of Vocabulary in K-3rd grade	Administration Teachers CRT Instructional Support	Classroom visits, Active student engagement	FAIR Grade level common Assessments
7	Low score timings for reading fluency	Implementaton of the Reading Plus program in grades 3-5.	Administration Teachers CRT Instructional Support	Weekly data reports and discussions at monthly data meetings. Student fluency data	Reading Plus and STAR Read Naturally student 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA
2	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase rigor, engagement, and challenge for students to increase Level 4 to a level 5 with the strategies outlined below.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 26% (55) of all students taking the FCAT reading test scored at levels 4 and 5.	By July 2013, 29% of all students taking the FCAT reading test will score at a 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	Lack of knowledge on how to utilize technology in the classroom	Implement tech tools	Technology Mentor	Classroom visits & lesson plans	Lesson Plans and classroom observations, assessment data
2	Lack of teacher best practice in developing higher order thinking skills	Provide teachers with strategies and resources and flipcharts	CRT, Administration, Instructional Support	Common Assessment data	Lesson plan templates, observations
3	Limited use of project based learning experiences	Incorporate oportunites for students to work cooperatively with researched based inquiry projects at all grade levels.	Teachers CRT Principal	Teacher lesson planning Evidence and artifacts of projects. Student participation data student feedback data	Project scale scores Teacher feedback
4	Low number of high performing students	Teacher will use the eInquiry piece of Imagine It to develop higher order thinking skills.	Teachers, Instructional Support, Administration	Classroom Visits, Monitoring lesson plans	Edusoft, FAIR, FCAT, eInquiry Rubric
	Minimal implementation of strategies used to	As a part of their grade level PLC Teachers will	Teachers, Instructional	Classroom visits, progress monitoring, lesson plans	Edusoft, FCAT, common

5	provide for differentiate instruction to meet the needs advanced learners.	conduct a book study on "95 Strategies for Modeling instruction"	support, Principal	assessment scores and evidence of learning artifacts.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To achieve learning gains, students will have increased opportunities for individualized computer based instruction as well as reading interventions based on data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading data, 68% (144)of students made learning gains.	By 2013, 71% of students taking FCAT will make learning gains.

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 scheduled time to work as a grade level PLC	Teachers will have designated time for PLC work focusing on PLC essential questions (FCIM)	Administration, Instructional Support	Evidence of Instructional Strategy change on lesson plans	Team notes, common assessment data
2	Lack of teacher leadership at the school level	Form a teacher leadership team focused school improvement	Administration	Ongoing collaboration of teacher leaders focused on learning and results	Team notes to support collaborative efforts to improve student learning
3	Lack of vertical teacher team communication	Create a school wide writing PLC with grade level representatives	Administration, Instructional Support	PLC will use FCIM and analyze student assessment results in writing	Student achievement results on school wide writing assessments
4	Absence of teachers making instructional decisions based on data	Data meetings will be held to discuss progress of students.	Teachers, Instructional Support, Administration	Monthly data meetings	FAIR, Edusoft. FCAT, Success Maker

5	Low number of students achieving AR goals.	AR incentives for motivating students to set and reach expected grade level quarterly goals	Teachers Parents Principal Instructional Support	Tracking student progress in the AR program.	Student achievement data and STAR scores.
6	Limited use of appropriate test taking strategies.	School wide focus on strengthening the use of (NURTURE)	Teachers, Support staff	Common assessment scores Teacher observation during testing situations.	Common assessments benchmark tests and FCAT scores.
7	Lack of appropriate student use of thinking maps and graphic organizers	Implement school wide training and focus on teacher modeling and use of thinking maps with consistency and fidelity.	Teachers Support staff Principal	Common assessments lesson plans classroom observation	EDusoft Write Score Common Assessments Student evidence and teacher artifacts.

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In order to reach the lowest 25%, differentiated small group instruction, and extra time with opportunity to engage with supplementary materials will be provided.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT reading data, 71% (38) of students in the lowest 25% made learning gains.	By 2013, 74% of students in the lowest 25% made learning gains.

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	Critical Thinking Skills	Strategies to implement Science Technology Engineering and Math (STEM) activities	Administration, Instructional Support	Lesson plans and classroom visits	Lesson Plans
	Lack of understanding of	Teachers will receive	Teachers,	Monitor lesson plans and	Lesson plans

2	monitoring and tracking student progress	training on monitoring and tracking student progress	Instructional Support, & Administration	classroom visits, data and progress monitoring meetings	template, evidence from iObservation
3	Language Acquisition Support for ELL students	Provide ELL students with supplementary technology program Imagine Learning focusing on language acquisition	Administration and Instructional Support, CCT	CELLA results	CELLA
4	Low student engagement in the learning process	Teachers will incorporate Strategies from The Art and Science of Teaching into their delivery of instruction.	Teachers, Instructional Support, Administration	Classroom Vists, PLC	FAIR, Edusoft, DIBELS, FCAT
5	Lack of building an early solid foundation of reading skills.	Implementation of reading interventions based on placement tests.	Teachers, Instructional Support, Administration	Classroom Visits, Progress Monitoring observation of student engagement	Intervention Mastery Sheets, FAIR, Edusoft, FCAT
6	Lack of fluency which effects low comprehension scores	Teachers will use STAR and Reading Plus to monitor student progress with comprehension and fluency	Instructional Support, Teachers, Administration	Progress Monitoring, Monthly Data Meetings	STAR reports, Reading Plus 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%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In order to meet the needs of our Hispanic subgroups, teachers will differentiate instruction during the 90 minute reading block.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading data, 63.8% of White students 47.6% of Black students 50.4% of Hispanic students 62.5% of other ethnic groups scored at level 3 or above.	By July 2013, the percentage of non proficient students will be decreased by 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	Understanding of Differentiated Instruction	Deliver differentiated instruction using research based programs throughout the day.	Administration, and Instructional Support	Classroom Visits	Lesson Plans, Edusoft, FCAT
2	Lack of exposure to non-fiction reading material	Utilize the AR program to ensure an equal balance in text selections as well as in the classroom with teacher resources	Teachers, Instructional Support, Admin	Monitoring text selections through AR	AR
	Limited use of high yield strategies to motivate	Provide teaching training and support for the	Teachers Sport Staff	Classroom visits Frequent Monitoring of	classroom observation and

3	and support students.	school wide implementation of positive behavior support and celebration of learning success. HYS Reinforcing and Recognizing Effort)	Principal	RTI B students	utilization academic reward program
4	Inconsistent attendance for afterschool homework club, and SES tutoring.	Incentives for attendance.	Teachers Support Staff Principal	Attendance records in afterschool programs	increased common assessment scores, report card grades and decreased behavior referrals.
5	Lack of academic and behavioral support	Assign mentors	Principal Dean	Behavior plans reviewed by Leadership Team	Behavior 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 reading. Reading Goal #5C:	To increase achievement with our ELL subgroups, we will create opportunities to develop their understanding of the academic language through the LL and Elements of vocabulary series.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading data, 43.3% of ELL students scored at or above Level 3.	By July 2013, the expected level of performance will increase by 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	Low student engagement in the learning process	Implement 20 Instructional Strategies during delivery of instruction.	Administration, Teachers, & Instructional Support	Classroom visits & Active student engagement	Strategy Check Map
2	Lack of teacher training for implementing ELL strategies and monitoring student engagement	Provide opportunities to view videos from Marzano's Research Library, PDSonline, and participate in a book talk on 99 Instructional Strategies	Administration & Instructional Support	Pre and post conferences, reflections, iObservation	iObservation
3	Student's understanding of the academic language	Teachers will provide instruction using Language for Learning based on placement test.	Teachers, Instructional Support	Classroom Visits	FAIR, DIBELS
4	Student understanding of the academic language	Students will complete daily session of SuccessMaker Discover English and/or Imagine Learning.	Teachers, Instructional Support	Classroom Visits, View Data Reports	SuccessMaker Data Reports
5	Low silent reading fluency	Students will participate in the Reading Plus silent reading program 3 times per week	Teachers, Instructional Support	Weekly monitoring of Data Reports	Reading Plus
6	Lack of teacher training for implementing ELL strategies and monitoring student engagement	Provide opportunities to view videos from Marzano's Research Library, PDSonline, and participate in a book talk on 99 Instructional Strategies	Administration & Instructional Support	Pre and post conferences, reflections, iObservation	iObservation

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	limited use of formative assessments used for placement in curriculum programs.	All SWD will be initially tested upon the start of the school year and placed in appropriate small groups based on academic need.	ESE Resource teachers Staffing Specialist Dean Principal Classroom teachers	IEP progress monitoring sheets Collected quarterly.	Student learning gains on benchmark assessments.
2	Lack of classroom teacher knowledge of accommodations on student's IEP's.	Staffing specialist will provide copies to each teacher and be available to discuss accommodations and make changes as necessary.	Staffing Specialist ESE Resource teacher Classroom teachers Support Staff Principal	IEP progress monitoring sheets per quarter. results of progress discussed at annual review meetings.	Student learning gains on FCAT and Benchmark testing.

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:	Increased rigor, engagement and challenge for all students using strategies outlined below.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading data 50% of all Economically Disadvantaged students scored at or above level 3.	Based on the July 2013 FCAT scores, student scoring at level 3 and above will increase by 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	Limited access to funding in order for students to have school the necessary supplies.	Utilize partners in Education to provide backpacks with school supplies to students in need.	Guidance Counselor Principal School Secretary	Number of backpacks distributed	SAC school needs survey.
2	Students coming to school hungry.	Continue the implementation of Breakfast on the GO! to get students in class and fed on time.	Cafeteria Staff School Staff	Efficient operation of serving all students in a timely manner.	Participation of students in breakfast program, reduced tardies.
3	Lack of home support for homework, due to working and single parent families.	Implement a homework club program. Offer opportunities for support from staff to assist with homework and assignments during the	Dean Media Specialist Support Staff Principal	Homework completion Student attendance for homework club.	Report card grades FCAT Learning gains and increased scores on common

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
Video samples presented and discussed with staff	ALL	Principal/Teachers/CRT	school wide	Throughout the year	Discussions/classroom observations Dialogue during conference/feedback sessions.	Principal/CRT Teachers
Thinking Maps and Standards Instructional practice use for Activities/Assignments	ALL	CRT/DEAN/Reading coach/Principal	school wide	Pre planning Early release days	submission of evidence of mapping across the gradelevel, assessments using maps to Principal, classroom visits, maps on display in classrooms	Principal /Dean
Design Question 2 and 5 and 7/8. What will I do to help students effectively interact with new knowledge? What will I do to engage students?	All	CRT/DEAN/Reading coach/Principal	school wide	Throughout the year	Evidence of Design learning experiences that present new content (declarative or procedural) for students in such a way that they are "hooked" and engaged—and clearly understand both what they are learning and why they are learning it. Pre/post conferences of informal and formal observations.	Principal CRT
Train staff in andImagine Learning Supplemental Technology Language Program	3-5th	Imagine Learning consultants	teachers of students with site licenses.	Fall	Student data from program, Teacher feedback	CRT Staffing Specialist Principal

Reading Budget:

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

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 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:		Increase the number and percentage of students scoring proficient in Speaking and listening at all grade levels by at least 3%.			
2012 Current Percent of Students Proficient in listening/speaking:					
Kindergarten 7 students 26% First Grade 22 students 85% Second Grade 21 students 81% Third Grade 4 students 24% Fourth Grade 4 students 33% Fifth Grade 16 students 57%					
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 resources for language acquisition	Purchase and implement "Imagine Learning" supplemental language program	Principal/Bookkeeper/CRT	student engagement and daily scores	overall data analysis of Cella scores
2	Lack of understanding of effective instructional strategies to engage ELL students at high levels.	Coach teachers in their use of IMS and provide other resources offering ideas and strategies to promote language acquisition.	Principal reading Coach CRT	Student engagement and assessment scores	Cella data
3	Increase Parent's knowledge of Cella assessment/ scores and supplemental programs used with their children in school.	Introduce Imagine Learning to Parents and give an overview of the CELLA assessment to parents at the PLC meetings	Principal CCT resource teacher	PLC Parent survey	Cella data
4	Limited use of instructional strategies that develop oral language and listening	Promote the use of academic conversational language with Think-Pair-Share and small group discussion	Principal CCT Classroom teachers	Authentic assessments	Classroom observations

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:	Increase the number and percentage of students who are proficient in reading by at least 3%.

2012 Current Percent of Students Proficient in reading:

Kindergarten 1 student 4%
 First Grade 13 students 50%
 Second Grade 12 students 46%
 Third Grade 3 students 18%
 Fourth Grade 7 students 58%
 Fifth Grade 24 students 86%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of academic vocabulary needed to be successful in reading comprehension	Increase opportunities for learning vocabulary during guided reading (word walls, explicit vocabulary instruction, graphic organizer, non-linguistic supports)	Classroom Teachers Paraprofessionals Instructional Support	Using data to analyze performance on Common Assessments	Common assessments and Benchmark exams
2	Various levels of language acquisition	Purchase and implement Imagine Learning and monitor language progress	Principal Classroom Teachers	Using CELLA data and program data to monitor student progress	CELLA data Imagine Learning reports

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase writing proficiency of students, assessed by CELLA, by at least 3%.

2012 Current Percent of Students Proficient in writing:

Kindergarten 0 students 0%
 First Grade 7 students 27%
 Second Grade 9 students 35%
 Third Grade 17 students 100%
 Fourth Grade 12 students 100%
 Fifth Grade 30 students 100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehensive writing program at the school	Develop PLC that is focused on writing	Team Leaders Principal	Review of student performance on writing samples	School-wide writing prompts and assessments
2	Difficulty with planning and organization of thinking needed for writing	Implement school-wide use of Thinking Maps	Principal Classroom Teachers Instructional Support	Review of student performance on writing samples, including the planning sheets	School-wide writing prompts and assessments

CELLA Budget:

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

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

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:	Teachers in grades K-5 will teach the enVision math program with fidelity. The math block is 60 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and Supporting Ideas. Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and learning.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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30% (64) of the students scored at a level 3 on the 2012 FCAT Math.	By July 2013, 33% of all students taking the FCAT Math test will score at level 3.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Teacher/parent communication of student progress	Develop strategies to increase communication between home and school	Teachers, Instructional Support, & Administration	Frequent monitoring of planners, phone logs, attendance at school events and conferences	Parent survey at the end of the year
2	Lack of knowledge of appropriate instructional strategies	Create a PLC for The Art and Science of Teaching by Marzano	CRT	Monthly meetings using PDSonline and face to face format	Chat sessions and course completion evaluation tool
3	Lack of understanding of monitoring and tracking student progress	Teachers will receive training on monitoring and tracking student progress	Teachers, Instructional Support, & Administration	Monitor lesson plans and classroom visits, data and progress monitoring meetings	Lesson plans template, evidence from iObservation
4	Bridging the gap of NGSSS/Common Core State Standards	Common Core Black Belts receive training and bring back information to lead their teams	Black belts, administration, instructional support	Evidence of effective teaching practices based on CCSS	iObservation and lesson plan templates
5	Lack of Problem Solving Skills	Implementation of Gizmo's into cooperative learning rotations in the classroom	Teachers, Instructional Support	Classroom visits, Active student engagement	CWT
6	Effective implementation of computer based instruction programs	Instructional staff will receive ongoing training focusing on computer based instruction programs and how to use data from these programs to make appropriate instructional decisions for students.	Administration Instructional Support Technology Rep.	Reports provided by computer based instruction.	SuccessMaker Kids College enVision Assessments Edusoft FCAT
7	Low student engagement in the learning process	Implement 20 Instructional Strategies during delivery of instruction.	Administration Teachers CRT Instructional Support	Classroom visits, Active student engagement	Strategy Check Map

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

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:	Teachers in grades K-5 will teach the enVision math program with fidelity and provide enrichment pieces to students achieving above proficiency as indicated on 2011 FCAT. The math block is 60 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and Supporting Ideas. Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and opportunities for learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 23% (49) of students achieved level 4 and above in mathematics.	In June 2013, at least 27% of the students will score Level 4 and 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	Lack of knowledge on how to utilize technology in the classroom	Implement tech tools	Technology Mentor	Classroom visits & lesson plans	Lesson Plans and classroom observations, assessment data
2	Lack of teacher best practice in developing higher order thinking skills	Provide teachers with strategies and resources and flipcharts	CRT, Administration, Instructional Support	Common Assessment data	Lesson plan templates, observations
3	Limited use of project based learning experiences	Incorporate oportunities for students to work cooperatively with researched based inquiry projects at all grade levels.	Teachers CRT Principal	Teacher lesson planning Evidence and artifacts of projects. Student participation data student feedback data	Project scale scores Teacher feedback
4	Lack of opportunities for enrichment in STEM.	Provide students with opportunities to engage in STEM activities in the classroom.	Administration Instructional Support Teachers	Classroom Visits providing feedback and follow up	enVision Assessments Edusoft FCAT student surveys
5	Infrequent common assessments.	Implementation of daily quick checks, and benchmark mini assessments.	Teachers Support Staff	Student and teacher tracking forms, and exit tickets.	FCAT MATH test and Envision Topic and Unit tests.
6	limited identification of gifted students in the area of Math.	Train teachers on learning to identify signs of gifted tendencies.	Staffing Specialist School Psychologist Principal Dean	Recommendations for gifted screenings.	Gifted screenings.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Teachers in grades K-5 will teach the enVision math program with fidelity and provide intervention and enrichment pieces to students achieving above proficiency as indicated on 2012 FCAT. The math block is 60 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and Supporting Ideas. Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and opportunities for learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 62% (131) of all students who took the FCAT made learning gains in mathematics.	In June 2013, at least 65% of all students taking the FCAT math test will make learning gains.

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 scheduled time to work as a grade level PLC	Teachers will have designated time for PLC work focusing on PLC essential questions (FCIM)	Administration, Instructional Support	Evidence of Instructional Strategy change on lesson plans	Team notes, common assessment data
2	Lack of teacher leadership at the school level	Form a teacher leadership team focused school improvement	Administration	Ongoing collaboration of teacher leaders focused on learning and results	Team notes to support collaborative efforts to improve student learning
3	Limited opportunities for individualized learning and small group instruction.	Provide opportunities for small groups within the classroom by having ESE resource teachers, Paraprofessionals and Special Area teachers push in to the classroom to assist in small group instruction.	Administration Instructional Support Teachers	classroom observations Grade level PLC notes	enVision Online Reports SuccessMaker Data Reports Assessments Edusoft FCAT
	Absence of student's understanding of their	Implement school wide expectation for students	Teachers Students	Artifacts showing student progress or areas for	Teachers Support Staff

4	own level of performance.	to track their progress on benchmark assessments, common assesments, and quick checks.	reteaching.	Principal
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Teachers in grades K-5 will teach the enVision math program with fidelity and provide intervention and enrichment pieces to students achieving above proficiency as indicated on 2011 FCAT. An inclusion teaching model will be provided to support the lowest 25% of students during the math block to build foundational skills. The math block is 60 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and Supporting Ideas. Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and opportunities for learning.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In June 2012, 47% (25) of the lowest 25% of all students who took the FCAT math test made learning gains.	In June 2013, 50% of the lowest 25% of students taking the FCAT math test will make learning gains.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Critical Thinking Skills	Strategies to implement Science Technology Engineering and Math (STEM)activities	Administration, Instructional Support	Lesson plans and classroom visits	Lesson Plans
2	Lack of understanding of monitoring and tracking student progress	Teachers will receive training on monitoring and tracking student progress	Teachers, Instructional Support, & Administration	Monitor lesson plans and classroom visits, data and progress monitoring meetings	Lesson plans template, evidence from iObservation meetings
3	Securing foundational skills	A block of time provided for inclusion teaching during the math block	Administration Instructional Support Teachers Intervention Teachers	RTI Meetings Data Meetings	enVision Assessmets SuccessMaker Data Reports Edusoft FCAT

4	Opportunities for individualized Instruction	Provide students with daily Computer Based Instruction based on their individual levels	Administration Instructional Support Teachers	RTI Meetings Data Meetings	SuccessMaker Data Reports Edusoft FCAT, Kid's College
5	Securing NGSSS and foundational skills	Provide intervention component of enVision for students	Administration Instructional Support Teachers Intervention Teachers	Classroom Visits Data Meetings	enVision Assessmets Edusoft FCAT

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 :				
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:	Teachers in grades K-5 will teach the enVision math program with fidelity and provide intervention and enrichment pieces to students achieving above proficiency as indicated on 2012 FCAT An inclusion teaching model will be provided to support students during the math block to build foundational skills. The math block is 60 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and Supporting Ideas in grades 3-5 and CCSS in grades K-2 Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and opportunities for learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011 FCAT results showed that 70.2% of White students 31% of Black students 51.3% of Hispanic students 87.5% of others	By July 2012, the number of students scoring at level 3 and above will increase by 10% in math.

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 Differentiated Instruction	Deliver differentiated instruction using research based programs throughout the day.	Administration, and Instructional Support	Classroom Visits	Lesson Plans, Edusoft, FCAT

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:	Teachers in grades K-5 will teach the enVision math program with fidelity and provide intervention and enrichment pieces to students achieving above proficiency as indicated on 2012 FCAT. An inclusion teaching model will be provided to support the lowest 25% of students during the math block to build foundational skills. The math block ranges from 60 - 85 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and Supporting Ideas. Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and opportunities for learning.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
2011 FCAT results showed that 41% of ELL students scored at or above grade level in math.			By July 2013, 44% of all ELL students taking the FCAT math test will score at or above grade level.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low student engagement in the learning process	Implement 20 Instructional Strategies during delivery of instruction.	Administration, Teachers, & Instructional Support	Classroom visits & Active student engagement	Strategy Check Map
2	Lack of teacher training for implementing ELL strategies and monitoring student engagement	Provide opportunities to view videos from Marzano's Research Library, PDsonline, and participate in a book talk on 99 Instructional Strategies	Administration & Instructional Support	Pre and post conferences, reflections, iObservation	iObservation
3	Understanding of academic language and lack of background knowledge	Utilize the Developing the Concept tool from enVision to build the academic language/background knowledge	Administration Instructional Support Teachers	Classroom visits providing feedback	enVision Assessments Edusoft FCAT
4	Organization of thoughts and the thinking process	School wide refresher training on Thinking Maps	Administration Instructional Support Teachers	Classroom visits providing feedback Monitoring Lesson Plans	Edusoft FCAT
5	Limited understanding of math problem solving processes	Providing teachers with time to work in PLC groups to plan culturally relevant lessons	Principal Team Leaders Classroom Teachers	Review of common assessments and use of RULER strategy during class and on tests	Informal observations and 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Teachers in Grades K-5 will teach the Envision Math programs with fidelity and provide intervention to students below grade level. ESE Resource teachers will push into general ED classrooms to provide the maximum level of support in the least restrictive environment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012-13 FCAT results showed that 19.4% of SWD scored at level 3 or above in Math.	By July 2013, the percentage of non proficient students with disabilities will be decreased by 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	Lack of frequent, appropriate assessment tools.	Purchase and implement the use of Envision daily Quick Checks across the grade levels.	Teachers ESE Support Staff Staffing Specialist Principal	Quick checks done daily Teacher observation and monitoring students understanding Learning Scales scores	Common Assessment Benchmarks tests FCAT
2	Limited opportunity for differentiated instruction in the classroom.	ESE support staff will push into the Gen ED classroom, modeling some lessons and conducting small groups to meet	Teachers ESE Support Teachers Dean Staffing Specialist	Daily Quick checks Teacher checks for understanding	Common Assessment scores Learning gains from benchmark tests.

		other student's needs.	Principal		
3	limited opportunity for differentiated instruction in the classroom	ESE teachers will regularly attend grade level PLC's to provide input on strategies, that will increase the engagement and learning of SWD's.	ESE Support staff Math Coach (Dean) Staffing specialist Principal.	PLC team notes Lesson Plans classroom observations	Common Assessment scores Learning gains from benchmark 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Teachers in grades K-5 will teach the enVision math program with fidelity and provide intervention and enrichment pieces to students achieving above proficiency as indicated on 2012 FCAT. An inclusion teaching model will be provided to support the lowest 25% of students during the math block to build foundational skills. The math block is 60 minutes in K-5th grade classrooms. The math curriculum will focus the NGSSS Big Ideas and CCSS Supporting Ideas. Teachers will utilize technology and hands on manipulative-based activities to increase student engagement and opportunities for learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT data, 48% of ED students scored at level 3 or above.	By July 2013, the percentage of non proficient ED students will be decreased by at least 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	Students coming to school hungry.	Breakfast in the Classroom Program. All students receive breakfast and eat in their classroom before school starts.	Administration Cafeteria Manager Teachers	Monitoring breakfast line and cafeteria Monitoring classrooms	Edusoft FCAT
2	Limited real world experiences with math	Provide more opportunities to build background knowledge through word walls, books, interactive glossaries and electronic visualization	Administration Instructional Support Teachers	Classroom visits	Edusoft FCAT
3	Lack of parental support with homework by working/single families.	Provide opportunities for students to receive assistance with homework during the school day with working lunches and after school at homework club.	Guidance Counselor Teachers Math Coach/Dean Cafeteria Monitors Principal	Teacher observation Tracking results for homework completion.	Report cards Progress reports
4					

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
Continuous PLC meetings to using the FCIM approach to increased learning results	ALL	Team leaders Principal Math Coach	school wide	weekly team meetings and once a month on an early release day.	team notes, observations during PLC sessions, student data results, and kid talks notes	Principal
Continuous sharing of resources and instructional strategies from IMS	All	Teachers Instructional Support Principal	school wide	on going	evidence of sharing and face to face PLC chats.	Principal Math Coach CRT
Provide staff with opportunites to attend Math trainings	All	Math Coach Principal	school wide	when offered by district and out of district	sharing sessions with teacher who attended the training	Principal/CRT Math Coach

Mathematics Budget:

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

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:

We align our curriculum to include the Science content areas including Physical and Chemical Science, Earth and Space Science, Life and Environmental Science, and Scientific Thinking using the Science Fusion curriculum.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 31% (25) of 5th grade students scored a Level 3 on the FCAT Science assessment.	In June 2013, 34% of 5th grade students will score a Level 3 on the FCAT Science 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	Limited Teacher/parent communication of student progress	Develop strategies to increase communication between home and school	Teachers, Instructional Support, & Administration	Frequent monitoring of planners, phone logs, attendance at school events and conferences	Parent survey at the end of the year
2	Lack of knowledge of appropriate instructional strategies	Create a PLC for The Art and Science of Teaching by Marzano	CRT	Monthly meetings using PDSonline and face to face format	Chat sessions and course completion evaluation tool
3	Lack of understanding of monitoring and tracking student progress	Teachers will receive training on monitoring and tracking student progress	Teachers, Instructional Support, & Administration	Monitor lesson plans and classroom visits, data and progress monitoring meetings	Lesson plans template, evidence from iObservation
4	Bridging the gap of NGSSS/Common Core State Standards	Common Core Black Belts receive training and bring back information to lead their teams	Black belts, administration, instructional support	Evidence of effective teaching practices based on CCSS	iObservation and lesson plan templates
5	Teacher understanding of high level questions	Include Webb's depth of knowledge in lesson plans and common board configurations.	Administration, Instructional Support, Teachers	Review lesson plans, Classroom visits	FCAT, Edusoft
6	Limited real world experience with Science.	Incorporate the use of Science Focus to give Students more experience with non-fiction science reading including high levels of text features and more complex cognitive processing.	Administration, Instructional Support, Teachers	Lesson Plans, classroom visits Student engagement in classroom Science Focus lessons.	Edusoft, FCAT

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	We align our curriculum to include the Science content areas including Physical and Chemical Science, Earth and Space Science, Life and Environmental Science, and Scientific Thinking, using the Science Fusion curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 6%(5)of 5th grade students achieved an FCAT Level of 4 or 5.	In June 2013, at least 9% of 5th grade students will achieve an FCAT Level of 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	Lack of knowledge on how to utilize technology in the classroom	Implement tech tools	Technology Mentor	Classroom visits & lesson plans	Lesson Plans and classroom observations, assessment data
2	Lack of teacher best practice in developing higher order thinking skills	Provide teachers with strategies and resources and flipcharts	CRT, Administration, Instructional Support	Common Assessment data	Lesson plan templates, observations
3	Limited use of project based learning experiences	Incorporate oportunites for students to work cooperatively with researched based inquiry projects at all grade levels.	Teachers CRT Principal	Teacher lesson planning Evidence and artifacts of projects. Student participation data student feedback data	Project scale scores Teacher feedback
4	Low number of high performing students	Teacher will incorporate STEM activities into their lessons	Teachers, Instructional Support, Administration	Classroom visits monitor lesson plans	Edusoft, FCAT
5	Limited use of science lab lessons aligned to Science Fusion curriculum.	Teachers will participate in staff development to obtain strategies for differentiating instruction	Teachers, Administration, Instructional Support	Classroom visits	Edusoft, FCAT
6	Low student engagement	Teachers will incorporate Science Focus lessons to build excitement and interest in real world non fiction passages.	Teachers, Instructional Support, Administration	Classroom observations with a focus on DQ's 2 and 5, monitoring of lesson plans,	Edusoft, FCAT Science common assessments
7	Limited use of research based practices for teaching Science.	Participation in the P-Sell program.	District Staff Teachers P-Sell Staff	P-Sell staff recommendations and feedback to teachers. Pre-post Student assessment results	Feedback from P-Sell trainers, data collection, teacher input and student participation in activities.

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:	
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Students scoring at or above Achievement Level 7 in science.	NA				
Science Goal #2b:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
NA	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	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train teachers in the use of the Science Fusion Program	All	Program trainers	All teachers	Training dates	Classroom observations, science assessments student feedback about the new program	Principal teachers CRT
5th Grade teachers Participaton with the P-SELL group. District sponsored research program involement.	5th Grade	Team Leader District support Personnel	5th grade Science teachers	Provided by OCPS	Student scores/ feedback from teachers about the trainings, assessment data and research trainer's support	Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	4th grade teachers will teach students the expository/narrative structure and how to use planning sheets to guide their writing. Also, teachers will use student samples to guide instruction and monitor progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 4th grade, 82% (58) of our students scored at or above grade level (3.0) on the 2012 FCAT Writing test. 17% scored 4.0 or above.	In 2013, at least 85% of our students will score at or above 3.0 on the 2013 FCAT Writing test. At least 25% of the students will score at least 4.0.

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	Student's limited knowledge of the writing process.	Writing process will be used daily; all writing will be dated, scored, and placed in a writing notebook for monitoring.	Instructional Support, Administration, teachers	A school wide consistent method of saving student work will be kept by every 4th grade teacher.	Analysis of Write Score Data.
2	Limited use of goals and scales for Writing standards.	Teachers will post writing learning goals and scales and work with students to self monitor their progress on the scales. Individual writing conferences to determine additional instructional needs.	Instructional Support, Administration, teachers	Teacher monitoring student's understanding of goals and scales. Teachers will progress monitor writing samples from students not in their classroom.	Student feedback Teacher feedback Team PLC notes
3	The use of expository and narrative planning sheets.	Provide students with effective strategies/skills to create an effective narrative and expository planning page and use it as a tool for their writing samples.	Instructional Support, Administration, teachers	Teachers will check to make sure all parts of the planning sheets are correctly and effectively incorporated.	Planning sheet check list.
4	Lack of foundational writing skills	Writing Buddies will be implemented the last 9 weeks of the school year.	Instructional Support, Administration, teachers	Classroom visits	Writing samples using scales
	Low performing students	Provide inclusion support in classrooms	Instructional Support,	Classroom visits	Writing samples using scales

5		based on student needs and identification.	Administration, teachers, intervention teachers		
6	School wide integration of writing	Special Area teachers will explicitly infuse the writing benchmarks into their instructional delivery.	Teachers, Instructional Support, Administration	Classroom Visits	School wide writing assessments
7					

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To activate subject area/grade-level discussions on reading and writing strategies (establish a writing PLC)	ALL	Principal CRT	School wide	PLC Wednesdays throughout the school year, as initiated during preplanning week	Provide opportunities to write and take writing assignments	Principal Teachers CRT
To embed the CCSS anchor standards for writing in grades k-2	K-2	Teachers	K-2	PLC Wednesdays	Classroom observations, teacher shares student samples of writing each week.	Principal Reading Coach
To implement						

District/best practices for writing in all classrooms everyday	All grades	Teachers	K-5	PLC Wednesdays	Student samples to Principal for review	Principal
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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:	Based on reports for the 2010-2011 school year with an enrollment of 759 students, Little River students had a 94.10% attendance rate. Of these students 14% (106) had 10 or more tardies and 43% (326) had 10 or more absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 95.35% (525).	The expected attendance rate is 96% (437).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In the 2012-2013 school year, 123 students had 10 or more absences.	The expected number of students with 10 or more absence will decrease by 10%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 47 students had 10 or more tardies.	The expected number of students with 10 or more tardies will decrease by 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	Cultural understanding of the importance of promptness and the impact on their child's education.	Truancy meetings will be held with our DARE officer, social worker, and school personnel on a weekly basis.	School registrar, administration, teachers, instructional support, DARE officer, RtI Coach	Weekly meetings	Attendance reports
2	Excessive tardies	Morning Breakfast in the Classroom program	Teachers, Administration, Instructional Support	Number of breakfasts served before the tardy bell	Attendance reports
3	Lack of student motivation to attend college	Implement Destination College for 4th grade students	Principal, 4th grade teachers	Monthly attendance	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Connect Ed phone messages and newsletters reminding families the importance of being on time and coming to school.	All	Principal Teachers Support Staff	school wide	on going	attendance patterns as reviewed on report cards or by teacher.	teachers Support Staff Principal
Celebration and recognition for perfect attendance	ALL	CRT	teacher teams	each quarter	attendance data phone calls home to inquire about absences	Principal Guidance counselor

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:	Based on the 2011-2012 school year data 27 students in total received in or out of school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During 2011-2012 school year, there were a total of 5 In-School suspensions.	During the 2012-2013 school year, the amount of In-School Suspensions will decrease by 5%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year, there were 5 students who received In-School suspensions.	During the 2012-2013 school year, the amount of In-School Suspensions will decrease by 5%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year, there were 46 Out-Of-School suspensions.	During the 2012-2013 school year, the amount of Out-of-School Suspensions will decrease by 5%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year, there were 36 students who received Out-Of-School suspensions.	During the 2012-2013 school year, the amount of Out-of-School Suspensions will decrease by 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	Loss of instructional time	School wide implementation of CHAMPs behavior model.	Teachers, Instructional Support, Dean, Teachers	Classroom Visits	CHAMPs boards, Suspension Report
2	Lack of character development and appropriate social skills and interactions for the school setting.	Implementation of CHAMPs school wide. Character Education lessons. Helping hands wall with names of students displaying the character trait of the month.	Teachers, Instructional Support, Dean, Guidance counselor	Classroom Visits, Character Education lesson delivery, Character wall with student names	CHAMPs boards, Suspension Report
	Loss of instructional	Tier II and Tier III	Administration,	Teacher/staff referrals	RIDE- Responding

3	time	Behavior Interventions- Rtl Behavior	Rtl Team, Instructional Support	Documentation of behaviors, Bi-monthly data meetings	to Individual Differences in Education
4	Bus suspensions increase absences	Create an incentive program to reward positive behavior on the bus	Administration, Dean, Instructional Support	Bus driver referrals, documentation by staff observing buses	Suspension report
5	Verbal allegations and disagreements lead to fights	Involve select 5th grade students in a Peer Mediation team to resolve minor issues before they escalate.	Dean, Guidance	Teacher/student conflict referrals	Suspension reports
6	Absences of parent surevision and support for homework leads to conflicts during class.	ZAP- Zero's Are not Permitted implimented during lunch time as a working lunch. Incentives for ZAP free classrooms.	Teacher, Dean, cafateria supervision personnel	ZAP slips turned in by teachers.	ZAP slips, report card grades

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
CHAMPS training for all staff.	All grade levels, all subject areas will participate in the CHAMPS training.	Jullie Eddy, Danita Chiclana	All staff members	During Pacing and Pre-planning	Marzano design question 7 and 8 monitoring through iObservation	Administrative team

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

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent participation in academic-focused activities throughout the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In the 2011-2012 school year, parent participation in family activities was 28%.	In the 2012-2013 school year, expect parent participation in family activities to increase by 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	Parents who speak another language	Send home invitations in English and Spanish. Include information about translation being available.	Administration, Instructional Support, Teachers, CT	Number of families who attend Parent Events who need translation services	Sign In sheets
2	Lack of child care	Provide child-care for school aged children	YMCA, Administration, Instructional Support, Teachers	Number of families who attend who need child care	Sign In sheets
3	Communication between home and school	Students will bring home planners nightly for communication between home and school, Stickers, Connect Ed messages to include email	Classroom teachers	Parent signature of planners	Planners, Sign in sheets
4	Parents attending conferences at school	Have a "Celebration of Learning" after the first 9-weeks	Administration, Instructional Support, Teachers	Percentage of parents who attend	Sign In Sheets
5	Parents are unfamiliar with curriculum	Have academic-focused parent night and SAC meetings (Writing, Science, FCAT, etc)	Administration, Instructional Support, Teachers, SAC Chair and Co	Number of families who attend	Sign-In Sheets
6	Parents volunteering at school	Have ADDitions information available and computers set up at school and end of year recognition	ADDITION coordinators, Teachers	Percentage of parents who volunteer	ADDITION report
7	Positive home-school relationships	Have rewards and consequences through CHAMPS and good notes home.	Behavior Resource, Teachers	Analyze Parent Surveys	Parent Surveys, Parent Conference Log
8	Communication between home and school	Each team will send home a monthly parent newsletter focusing on academic involvement	Teachers, Administration, Instructional Support	Analyze Parent Surveys	Parent Surveys

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 on Parental Involvement and customer service training for staff	ALL	Principal Dean Team Leaders	Leaders for learning	monthly	Jig-saw book talks Parent contact logs (Positive notes/calls as well and follow up for no homework)	Principal Teachers
Creation of monthly grade level parent letters sent home.	ALL	Dean Principal	team time collaboration	weekly monthly	evidence and approval of newsletters by Principal and Dean	Principal Dean

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:	Increase the number of teachers who are using problem-based learning in lessons.
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 teacher knowledge, trainings, and resources on STEM.	During team meetings, the leadership team will provide support to access resources via IMS as well as training opportunities throughout the year.	Leadership Team (CRT)	Classroom observations, lesson plans, implementation of STEM activities, Science Fair participation.	Percentage increase from fall to winter math and science edusoft. Participation in PSELL, learning gains from pretest to post-test.
2	STEM is viewed as something done in isolation in math or science	Provide opportunities for PD and district support for teachers to engage in STEM hands opportunities.	Principal	Carry over to classroom implementation	observation and teacher/student evidence of learning.
3	No knowledge of district STEM lessons for core content areas	Training of staff using ISM and Fusion LAB activities for STEM lessons.	CRT/MATH coach	lesson plans, lab observations	Science assessment 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
Limited understanding of STEM at all grade levels	K-5 Teachers will attend Professional development opportunities at the district level and school level.	District staff CRT Math Coach	All	Early release	classroom observation Science /Math common assessment scores	Teacher CRT Math Coach Principal
Lack of teacher knowledge and planning for STEM activities in the classroom.	All	Teacher Teams Math Coach District personnel	PLC school wide.	Early release weekly team planing meetings	Team meeting minutes Student evidence of learning through STEM activities.	Teachers CRT Math Coach Principal
Lack of written student assignment opportunities for STEM learning/understanding across the grade levels	All	Teachers Principal CRT	PLC time	weekly meetings	Student writing samples for review sent to Principal.	Teachers Principal classroom observations

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)

Kindergarten Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Kindergarten Readiness Goal Kindergarten Readiness Goal #1:			Kindergarten Readiness		
2012 Current level:			2013 Expected level:		
In 2012, ___% of the students who attended VPK at Little River were proficient.			In 2013, the percentage of proficient students who attended VPK at Little River will be increased by 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	VPK enrollment is limited to 20 students at the school.	Network with other area preschools to validate the importance of kindergarten readiness	Principal VPK Teachers	Preschools' feedback on partnership Student readiness	Survey FLKRS

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

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

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

Budget:

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

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

End of Kindergarten Readiness Goal(s)

Reading by Nine Goal:

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

1. Reading by Nine Goal	Reading by Nine				
Reading by Nine Goal # 1:					
2012 Current level:	2013 Expected level:				
In 2012, 21% of third graders scored "On Target" on the FALL Edusoft Reading Benchmark Exam.	By the end of May, 2013, at least 45% of the third graders will be proficient on FCAT 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	See Reading Goal 1A				

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

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

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

Budget:

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

End of Reading by Nine Goal(s)

Math Fluency Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Math Fluency Goal		By the end of 2013, the current level of math fluency will be increased by 50%.			
Math Fluency Goal #1:					
2012 Current level:		2013 Expected level:			
In 2012, FAST Math assessment will be given to determine current level of math fluency.		By the end of 2013, the current level of math fluency will be increased by 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	Students lack motivation to learn math facts.	Implement technology programs to spark interest and competition. Develop incentives and rewards.	Classroom Teachers Math Coach	Review student data from technology reports	Technology reports

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

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

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

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 Math Fluency Goal(s)

College and Career Readiness Goal:

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

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

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

Budget:

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

End of College and Career Readiness Goal(s)

Fine Arts Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Fine Arts Enrollment Goal					
Fine Arts Enrollment Goal #1:		Increase student public performances at Little River			
2012 Current level:		2013 Expected level:			
In 2012, there were 2 public Fine Arts performances and/or displays.		In 2013, there will be at least six public Fine Arts performances and/or displays.			
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	Limited parental support for students who are struggling in academics.	Provide opportunities for students to discover and excel in Fine Arts and perform publicly.	Fine Arts Teachers	Review student/family participation in public performances	Sign in sheets

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

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

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

Budget:

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

End of Fine Arts Enrollment Goal(s)

Disproportionate Classification of Minorities Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Disproportionate Classification of Minorities Goal					
Disproportionate Classification of Minorities Goal # 1:		See MTSS Section			
2012 Current level:		2013 Expected level:			
See MTSS Section		See MTSS Section			
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	See MTSS Section				

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

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

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

Budget:

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

End of Disproportionate Classification of Minorities Goal(s)

Achievement Gap Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Achievement Gap Goal	
Achievement Gap Goal #1:	See Achievement Gap Section
2012 Current level:	2013 Expected level:
See Achievement Gap section	See Achievement Gap Section

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	See Achievement Gap section				

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

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

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

Budget:

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

End of Achievement Gap Goal(s)

Goal:

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

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

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

Budget:

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

End of Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/17/2012)

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

Roster is pending first meeting of new SAC members.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will oversee and provide recommendations for implementation of the School Improvement Plan.

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

Orange School District LITTLE RIVER ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	92%	52%	292	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%	75%			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?	59% (YES)	73% (YES)			132	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					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District LITTLE RIVER ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	63%	88%	34%	254	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	60%			126	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?	60% (YES)	60% (YES)			120	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					500	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested