

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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School Name: KIMBALL WILES ELEMENTARY SCHOOL

District Name: Alachua

Principal: Dr. Barbara Buys

SAC Chair: Lisa Hymas

Superintendent: Dr. Dan Boyd

Date of School Board Approval: 10/2012

Last Modified on: 11/8/2012

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)
					2011 - 2012 Grade A Reading: Grade 4 67% Grade 5 84% Mathematics: Grade 4 76% Grade 5 84% Writing: Grade 4 3.5 2010 - 2011 Grade A Reading: Grade 4 81% Grade 5 85% Mathematics:

Principal	Barbara Buys	M.Ed,Univ. of Florida Ph.D University of Florida; BA Univeristy of Washington Early Childhood, Elementary Ed., Reading, Administration and Supervision	12	29	<p>Grade 4 86% Grade 5 85%</p> <p>Science: Grade 5 79%</p> <p>Writing: Grade 4 98%</p> <p>AYP: No Minority students did not make AYP in Reading or Mathematics.</p> <p>2009-10 Grade A Reading : Gr. 4 83% Gr. 5 79%</p> <p>Mathematics: Gr. 4 90% Gr. 5 78%</p> <p>Science: Gr. 5 68%</p> <p>Writing: Gr. 4 96%</p> <p>AYP No Minority students did not make AYP in Reading or Mathematics</p> <p>2008-09 Grade A</p> <p>Reading: Grade 4 84% Grade 5 84%</p> <p>Mathematics: Grade 4 87% Grade 5 84%</p> <p>Science: Grade 5 79%</p> <p>Writing: Grade 4 96%</p> <p>AYP Yes</p> <p>2007 - 08 Grade A</p> <p>Reading: Grade 4 84% Grade 5 83%</p> <p>Mathematics: Grade 4 85% Grade 5 85%</p> <p>Science: Grade 5 78%</p> <p>Writing: Grade 4 85%</p> <p>AYP Yes</p>
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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)
NA	NA				There are no Instructional Coaches assigned to Kimball Wiles Elementary School.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Work with Personnel Department to identify applicants who meet the qualifications for Highly Qualified. 2. Assign school level mentor to new teachers. 3. Meet with new teachers on regular basis throughout the school year. 4. Attend local job fairs for recruiting purposes.	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	1.8%(1)	21.8%(12)	27.3%(15)	52.7%(29)	54.5%(30)	100.0%(55)	14.5%(8)	18.2%(10)	25.5%(14)

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
Meagen Gough	Maci Farmer Michael O'Donnell Jason Frederick Jan Wharton Carol Contos Steven Yu	Beginning teacher	Meet on regular basis to develop long range and daily lesson plans. Discuss student progress in all subject areas on a regular basis. Schedule observations as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to targeted students to ensure that the additional support and remediation needed are provided through the use of academic interventions in reading. A pull-out tutorial model is utilized to assist targeted students based on reading data collected throughout the school year, including the FAIR assessments and district Benchmark assessments. Professional development is provided at the district and school level. All professional development is coordinated at the district level. The FCIM Facilitator helps teachers with data collection and analysis as well as effective instructional strategies.

Title I, Part C- Migrant

The district migrant liaison provides services and support to identified students and their families. The district liaison coordinates with district and school level Title 1 personnel to ensure that student needs are met.

Title I, Part D

Title II

The districts receives supplemental funding for improving basic education through technology and accompanying software. New technology in the classroom will increase the range of instructional strategies provided to students while enhancing the literacy skills of targeted students. Additional hardware and software may also be purchased by the school.

Title III

Services are provided through the district for instructional materials, after school tutoring, and home-school communication. ELL district support services are available to students and their families to improve the education of immigrant and non-English speaking learners.

Title X- Homeless

The district level coordinator provides resources, support and assistance to students and their families who are identified as homeless under the McKinney-Vento Act to provide a free and appropriate education to all students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The school offers non-violence and anti-drug programs to the all students.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides leadership and school vision. Ensures that faculty and staff are trained in RtI. Ensures that staff development is provided to faculty and staff. Ensures implementation of RtI schoolwide. Provides information to parents and other stakeholders regarding RtI at the school.

Student Services Personnel: Provides expertise on fundamentals and implications of RtI. Assists classroom teachers with development of assessment and interventions for individual students. Provides information to parents on community agencies. Maintains records of RtI Team meetings and decisions.

Curriculum Resource Teacher: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Provides research-based curriculum resources for classroom use. Implements state, district, and school level data collection and assists in data analysis. Assists with the design and implementation of intervention plans for Tier 1, Tier 2, and Tier 3. Provides professional development in all curriculum areas with emphasis on reading, mathematics, writing and science.

Behavior Resource Teacher: Provides expertise to classroom teachers on behavioral issues. Assists with the design and implementation of Student Behavioral Plans including Functional Behavior Assessments. Maintains records of behavior issues and resolutions.

General Education Teachers: Provide data and other information on core classroom instruction. Collect student data and assist in the analysis of data collection. Provide core instruction to Tier 1 students, work with other team members to deliver Tier 2 and Tier 3 instruction and interventions.

Title 1 Teachers: Provide data and other information on supplementary instruction. Collect student data and assists in the analysis of data collection. Provide supplementary instruction to Tier 1 and Tier 2 students and work with other team members to deliver interventions.

Exceptional Student Education Teachers: Assist with the design of RtI interventions. Assist with data collection. Design and deliver core instructional activities and resources integrated into Tier 3 instruction Collaborate with classroom teachers as needed.

Speech/Language Pathologist: Screens all new students on core speech and language functions at teacher request. Provides insight into role of language in child development. Assists with the design of intervention plans.

School Psychologist: Assists in the collection, analysis and interpretation of student data. Assists with the development of intervention plans. Provides expertise on data-based decisions.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team meets biweekly to review schoolwide screening data, review academic progress at each grade level as well as by classroom to identify students who are making satisfactory progress toward meeting all Benchmarks as well as students at risk for not meeting all Benchmarks. Based on this data, the Leadership Team collaborates with grade levels and individual classroom teachers on identifying instructional resources, research-based instructional strategies, and professional development activities to increase the likelihood of student mastery of all Benchmarks. The Leadership Team also engages in problem solving, analysis and dissemination of new instructional resources as well as effective classroom practice.

The Leadership Team focuses on addressing the instructional needs of students and classroom teachers to ensure the success of all students at Kimball Wiles Elementary.

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 Leadership Team consults and advises with the SAC and the principal in the development of the School Improvement Plan. It provides data analysis on Tier 1, Tier 2, and Tier 3 goals, identifies academic areas to be addressed, provides input on instructional resources at the school level, identifies effective instructional practices across the grade levels, assists with the development of clear academic targets throughout the school year.

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: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), OnTrack for Mathematics and Science, FCAT simulations, Florida Comprehensive Assessment Tests (FCAT), curriculum based assessments.

Progress monitoring: PMRN, curriculum based assessments, fluency assessments, FCAT simulations.

End of Year: FCAT, PMRN, FAIR

Describe the plan to train staff on MTSS.

Professional development is provided during pre-planning days for all instructional personnel. In addition, professional development may be provided on district inservice days, school inservice days, and early release days.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Barbara Buys, Principal
Laura Rafferty, Curriculum Resource Teacher
Nicole Foland, Title 1 Lead Teacher
Arzella Blackburn, Speech/Language Clinician
Roxanne Anderson, Kindergarten teacher
Carmen Krause, 1st grade teacher
Linda Mazingo, 2nd grade teacher
Kim Basinger, 3rd grade teacher
Annette Redwine, 4th grade teacher
Bruce Gillespie, 5th grade teacher

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

The Literacy Leadership Team meets monthly to review school-level data and the progress toward meeting the goals and objectives as stipulated in the Reading section of the School Improvement Plan.

The principal provides vision and data necessary for the Literacy Leadership Team to fulfill its functions. The principal ensures that the Literacy Leadership Team's recommendations are carried out schoolwide.

The Curriculum Resource Teacher provides instructional resources and instructional strategy recommendations to ensure the success of all students in the area of literacy.

The Title 1 Lead Teacher and ESE teacher provide data on supplementary instruction and make recommendations to the LLT on supplementary resources and alternative instructional strategies.

Each grade level representative serves as a liaison between the team and the LLT. The representatives bring grade-level input to the LLT and report back to the team the discussion and decisions of the LLT,

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

The major initiatives of the Literacy Leadership Team this year are:

1. Monitor minority student achievement in the area of reading to assist these students in becoming more proficient and successful readers,
2. Develop resources for all classroom teachers on best practice in reading instruction for all students,
3. Meet the goals and objectives of the Reading section of the School Improvement Plan, and
4. Integrate Social Studies into Reading curriculum per the district guidelines and directives.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Kimball Wiles Elementary School holds a Kindergarten Open House each April to welcome new students and their families to school. Students meet the Kindergarten staff, tour the school, and visit the Kindergarten classrooms. Parents tour the school and begin the registration process.

During pre-planning, Kindergarten teachers meet with each family individually to begin the relationship-building process and to get the parents' perspective on their child.

When school begins, Kimball Wiles Elementary uses a staggered entry for Kindergarten students. Each child attends one day during the first three days of school. This provides an opportunity for one-to-one interaction with small groups of students for the teacher and helps students acclimate to the 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:	76% of students in grades 3 - 5 will score Level 3 or above on FCAT Reading in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3 - 5, 71% of students scored a Level 3 or above on FCAT Reading 2012.	75% of students in grades 3 - 5 will score a Level 3 or above on FCAT Reading 2013.

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	Poor attendance. Inadequate instructional time.	Monitor and alert parents to problem attendance. In-school Intervention Groups, Title 1, After School Tutoring.	Principal CRT	Improved attendance. Enrollment in each area.	FCAT Reading scores 2012 vs FCAT Reading scores 2013.
2	Poor attendance, tardies, early check-out.	Develop school incentives for attendance. Develop early check-out monitoring system. Refer unresolved attendance problems to Truant Officer according to School Board policies and procedures.	Principal	Monitor monthly attendance reports and early check-out data.	Attendance reports, check-out monitoring system
3	Next Generation Standards in Reading were inadequately mastered in previous grade.	Incorporate previous year's Next Generation Standards in Reading into this year's reading curriculum.	CRT	Monitoring of Benchmark and FAIR assessments.	Benchmark and FAIR assessments.
4	Poor achievement in reading progress of students on free/reduced lunch.	Provide in-school and After School tutoring for identified students.	CRT, Title 1 teachers, after school tutors	Monitoring of Benchmark and FAIR assessments, After School Tutoring sign-in form	Benchmark and FAIR assessments, After School Tutoring sign-in forms.
5	Lack of outside reading.	Purchase Accelerated Reader program for grades 3 - 5 to encourage more outside reading.	Media Specialist	Book checkout	Book checkout 2012 vs. 2013.

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:	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 reading. Reading Goal #2a:	Increase the percent of students scoring Levels 4 and 5 in FCAT Reading by at least 10%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
86%	There will be an increase of at least 10% in students scoring Levels 4 and 5 on FCAT Reading 2012.

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 challenges in reading instruction.	Place students scoring at or above Level 4 in Reading in above level reading materials.	CRT	FCAT scores	FCAT Reading scores 2012 vs FCAT Reading scores 2013.
2	Students are not placed at their optimum reading level.	Review student reading placements and regroup as necessary based on data analysis and teacher recommendation.	CRT	Monitoring of Benchmark and other assessments of reading progress.	Benchmark assessments and FAIR.
3	Students are not challenged in their higher order thinking processes.	Integrate Kagan Structure and higher order questioning strategies into reading lessons. Develop vocabulary expansion into reading lessons.	CRT	Monitoring of Benchmarks and other assessments of reading progress.	Benchmark assessments and FAIR.
4	Students require more challenging reading materials.	Consider Kindle Book Klub to provide additional challenging reading material for above level readers.	Principal	Monitoring of Benchmark and other assessments of reading progress.	Benchmark assessments and FAIR.

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:	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	An increase of at least 5% in number of students demonstrating Learning Gains in Reading on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of students demonstrated Learning Gains in Reading on FCAT 2012. 88% of students reading at or above grade level. 29% of struggling readers are not demonstrating Learning Gains in Reading.	At least 80% of students will demonstrate Learning Gains in Reading on FCAT 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate instructional time.	Provide In-school Intervention Groups, Title 1, and After School Tutoring.	CRT	FCAT scores	FCAT Reading Scores 2012 vs FCAT Reading scores 2013.
2	Poor school attendance, tardies, early check-outs.	Develop school incentives to promote good school attendance. Set up early check-out monitoring system.	Principal	Monitor school attendance, tardies, early check-outs.	Monthly attendance reports, tardies, early check-out data.
3	Lack of parental support	Provide parent involvement activities through Title 1.	Title 1 Lead Teacher	Monitor sign-in forms, Benchmark and FAIR assessments.	Sign-in sheets, Benchmark assessments, FAIR assessments.
4	Students not achieving growth on FCAT Reading.	Provide Title 1 supplemental services. Offer After School Tutoring to identified students. Provide inschool Intervention Groups to identified students.	Title 1 Lead Teacher CRT	Monitor achievement on Benchmark assessments and FAIR.	Benchmark assessments, FAIR assessments.
5	Lack of outside reading.	Provide access to Accelerated Reader in grades 3 - 5.	Media Specialist	Monitor FAIR assessment data throughout school year.	Increase in FAIR scores from Fall 2012 to Spring 2013.

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	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:		An increase of at least 10% in the number of students in the lowest quartile making Learning Gains on FCAT Reading 2013.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57% of students in lowest quartile demonstrated learning gains in FCAT Reading 2012.		At least 65% of students in lowest quartile will demonstrate Learning Gains on FCAT Reading 2013.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate instructional time.	Provide In-school Intervention Groups, Title 1, and After School Tutoring.	CRT	FCAT scores	FCAT Reading scores 2012 vs FCAT Reading scores 2013.
2	Poor reading achievement in general classrooms.	Provide supplemental instruction through Title 1 and school Intervention Groups.	Principal	Monitor student progress on Benchmark assessments and FAIR.	Benchmark assessments. FAIR
3	Lack of parental support for schoolwork and homework.	Provide After School Tutoring for identified students.	Principal	Monitor student attendance at After School Tutoring, Benchmark assessments, FAIR assessments.	Tutoring sign-in forms, Benchmark assessments, FAIR assessments.
4	Lack of comprehension skills in passage reading.	Purchase SRA kits and other instructional support materials for grades 3, 4, and 5.	Principal, CRT	Monitor classroom instruction and lesson plans.	Classroom observations, teacher lesson plans.
5	Lack of small group remediation for struggling readers.	Provide Title 1 services to identified students.	Title 1 teachers	Monitor Benchmark assessments, FAIR assessments.	Benchmark assessments, FAIR assessments.

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

Reading Goal #

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

The achievement gap in reading will be reduced by 5% per year from 2011 - 2017.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	61%	65%	70%	

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:	Students in subgroups by ethnicity (Black) will improve performance yearly by at least 3% per year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of students in subgroup Black made satisfactory progress on FCAT Reading 2012.	At least 61% of students in subgroup Black will demonstrate satisfactory progress on FCAT Reading 2013.

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 parental support for academic progress.	Provide opportunities to help parents learn to help their children in reading.	Title 1 personnel	FCAT Reading scores.	FCAT Reading scores 2012 vs FCAT Reading scores 2013.
2	Lack of in-school instruction time for struggling readers.	Provide in-school and after school opportunities for struggling readers.	Principal	FCAT Reading scores.	FCAT Reading scores 2012 vs FCAT Reading scores 2013.
3					
4					

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:	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	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 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	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	70% of Economically Disadvantaged students will demonstrate learning gains on FCAT Reading 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of Economically Disadvantaged students demonstrated learning gains on FCAT Reading 2012.	70% of Economically Disadvantaged students will demonstrate learning gains on FCAT Reading 2013.

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	Poor attendance.	Monitor and alert parents to attendance problems. Utilize district Truant Officer.	Principal	Attendance records.	Improved attendance.
2	Poor classroom performance in general education classroom instruction.	Provide supplementary assistance of identified students through Title 1 and in-school Intervention Groups.	Title 1, CRT, Principal	Monitor student performance on Benchmark assessments and FAIR assessments.	Benchmark assessments, FAIR assessments.
3	Poor attendance, excessive tardies, and early check-out of Economically Disadvantaged students.	Develop school incentives to promote good school attendance. Implement early check-out monitoring system.	Principal	Monitoring of attendance, tardies, and early check-out.	Monthly attendance reports, early check-out data.
4	Students need extra assistance in reading success after school hours.	Provide After School Tutoring for identified students.	Principal, CRT	Monitoring of student sign-in forms, Benchmark assessments, and FAIR assessments.	Benchmark assessments. FAIR assessments.
5	Students need more engaging opportunities to read outside of the	Provide a Kindle Book Klub and selected text for reading and	Principal, CRT	Monitoring of student performance on reading Benchmarks and FAIR	Benchmark and FAIR assessments.

	school day.	discussion.		assessments.	
6	Not enough reading to children at home.	Participate in One School, One Book program.	Principal, CRT	Positive survey results of number of families who completed the book.	School survey.

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
Lesson Study	All gradelevels	Curriculum Resource Teacher (CRT) & Principal	All teachers	November 2013	Submission of plans and summary of observations.	CRT and Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intervention Groups for struggling students not eligible for Title 1 assistance.	FCAT prep materials	School Improvement, Lotto, school funds, ADV.	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase outside reading of students in grades 3 - 5.	Purchase Accelerated Reader licenses.	School Improvement, Lotto, school funds, ADV.	\$6,000.00
			Subtotal: \$6,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Provide opportunities for classroom observations by first and second year teachers.	Provide substitute teachers to beginning teachers to observe experienced teachers.	School Improvement, Lotto, school funds, ADV.	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide After School Tutoring for identified students in grades 3 - 5.	Experienced classroom teachers will tutor after school.	School Improvement, Lotto, school funds, ADV.	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$11,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	NA
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2012 Current Percent of Students Proficient in listening/speaking:

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
No Data Submitted				

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

2. Students scoring proficient in reading. CELLA Goal #2:	
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2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	
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2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

CELLA Budget:

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

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:	81% (265) of students in grades 3 - 5 scored Level 3 or above on FCAT Mathematics 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (265)	At least 81% of students in grades 3 - 5 will score Level 3 or above on FCAT Mathematics 2013.

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	Poor attendance. Inadequate instructional time.	Monitor and alert parents to problem attendance. Enrollment in in-school Intervention Groups, Title 1, and After School Tutoring	Principal CRT	Improved attendance. Enrollment in each area.	FCAT Math scores 2012 vs FCAT Math scores 2013
2	Poor background knowledge in Science. Lack of hands on Science experiences.	Ensure Science education at all grade levels. Incorporate hands on Science experiences at all grade levels.	CRT CRT	FCAT scores.	FCAT Science scores 2012 vs FCAT Science scores 2013.
3	Students not adequately challenged in mathematics curriculum.	Screen FCAT 2011 scores for students capable of above level mathematics instruction. Refer for Gifted education.	CRT, classroom teachers	Monitor On Track Mathematics assessments.	On Track assessments.
4	Struggling students did not receive enough individual assistance in mastering learning objectives.	Provide small group assistance in class, in Intervention Groups, and in After School Tutoring to struggling math students.	Principal, CRT, classroom teachers	Monitor student performance on On Track Mathematics assessments.	On Track assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	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	NA	NA	NA	NA	NA
2	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:	Increase by at least 10% the number of students scoring Levels 4 & 5 on FCAT Mathematics 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (265)	90% (280)

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 challenges in math instruction.	Refer students scoring Level 4 and above in FCAT Math for Gifted screening.	Guidance Counselor	FCAT Math scores	FCAT Math scores 2012 vs FCAT Math scores 2013.
2	Lack of challenges in science instruction.	Upgrade Science Fair projects topics to those with more challenges for able students.	CRT	FCAT Science scores	FCAT Science scores 2012 vs FCAT Science scores 2013.
3	Students need more challenges in mathematics-related activities.	Publicize and encourage participation in after school activities such as Chess Club and Club Invention.	CRT Mathematics teachers	Monitor participation in extra mathematics related activities.	Chess Clu, Club Invention enrollments.
4	Lack of competitive mathematics activities.	Participate in Florida Mathematics League contests.	Gifted teachers	Review results of Florida Mathematics League contest.	Contest results.

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

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

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA
2	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	76% of students in grades 4 - 5 demonstrated learning gains on FCAT Mathematics 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of students in grades 4 - 5 demonstrated learning gains on FCAT Mathematics 2012.	80% of students in grades 4 - 5 are expected to demonstrate learning gains on FCAT Mathematics 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate instructional time.	Provide In-School Intervention Groups and After School Tutoring.	CRT	FCAT scores	FCAT Math scores 2012 vs FCAT Math scores 2013.
2	Next Generation Sunshine State Standards not mastered in previous grade.	Incorporate all appropriate NGSSS into current curriculum at all grade levels.	CRT	Monitor student achievement progress through On Track assessments.	On Track assessments.
3	Lack of parental supportive and assistance for students struggling in mathematics.	Provide After School Tutoring in mathematics for identified students.	Principal	Monitor student achievement in mathematics through On Track assessments.	On Track assessments.

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	An increase of at least 10% in the number of students in the Lowest 25% making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(30)	89% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate instructional time.	Provide In-school Intervention Groups and After School Tutoring.	CRT	FCAT scores	FCAT Math scores 2012 vs FCAT Math scores 2013.
2	Lack of mastery of basic operations in mathematics.	Provide daily opportunities to master basic operations in mathematics.	Classroom teachers	Monitor mathematics chapter tests and On Track assessments.	Chapter tests, On Track assessments.
3	Not enough time to master basic concepts in mathematics.	Provide in school Intervention Groups to provide additional learning time to master basic mathematics concepts.	Intervention Group teachers.	Monitor mathematics chapter tests and On Track assessments.	Chapter tests, On Track assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	To reduce the achievement gap in mathematics by 50% in school year 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	64%	68%	71%	75%	

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:	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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1					
2					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		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	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics 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	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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		75% of Economically Disadvantaged students demonstrated learning gains on FCAT Mathematics 2012.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
75% of Economically Disadvantaged students demonstrated		80% of Economically Disadvantaged students will			

learning gains on FCAT Mathematics 2012.			demonstrate learning gains on FCAT Mathematics 2013.		
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	Poor Attendance.	Monitor and alert parents to attendance problems. Utilize district Truant Officer.	Principal	Attendance records.	Improved attendance.
2	Inadequate instruction in mathematics to meet needs of Economically Disadvantaged students.	Provide supplementary in-school instruction in mathematics for identified students.	CRT	On Track Assessments.	On Track assessments.
3	Students need more practice and re-teaching to master mathematics concepts.	Provide After school Tutoring for identified students who are struggling with mathematics.	Principal.	On Track Assessments.	On Track assessments.

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
Lesson Study	All grade levels	Principal	All teachers, all grade levels	November 2013	Review Lesson Study teams for inclusion. Review submitted final paperwork for each Lesson Study team.	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide After School Tutoring for selected students in grades 3 - 5.	FCAT prep materials.	School Improvement, Lotto, school funds, ADV.	\$500.00
Subtotal:			\$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	75% of students in grade 5 will score Level 3 on FCAT Science 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	At least 75% of fifth grade students will score Level 3 and above on FCAT Science 2013.

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 hands-on Science experiences and projects.	Increase the number of hands-on Science experiences and projects for all students.	Classroom teachers.	Monitoring student progress on district On Track assessments.	On Track assessments.
2	Lack of awareness of careers in science.	Provide opportunities for students to meet and learn from real scientists as well as students in science at local university.	Classroom teachers	Monitoring student progress on district On Track assessments.	On Track assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	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
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No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	86% of students will score at or above Level 4 on FCAT Science 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%	An increase of 1% in the number of students scoring at or above Level 4 on FCAT Science 2013.

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	Incorporate hands-on experiences in all Science classes.	Increase the number of hands-on Science projects using instructional strategies in GEMS, etc.	Classroom teachers.	Monitor district On Track assessments in Science.	On Track assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	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
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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
Science Symposium	Grade 5 Science	Team Leader	All fifth grade teachers and students	November 2012	FCAT Science scores 2012 vs 2013.	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase materials needed for hands on science experiences.	Science materials.	School Improvement, Lotto, school funds, ADV.	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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.		At least 90% of fourth grade students will meet state standards in writing on Florida Writes 2013.			
Writing Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
92%		At least 90% of fourth grade students will meet state standards in writing on Florida Writes 2013.			
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	Struggling students need individual assistance to demonstrate optimum	Ensure that struggling students receive one-on-one feedback on writing progress from	Classroom teachers	Monitor periodic writing samples.	Writing samples.

growth in writing.

their writing teacher.

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:	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
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
Provide inservice on rubrics and new requirements for success on Florida Writes 2013.	Grades 3 and 4	CRT	All teachers providing instruction at grades 3 and 4.	October 2012, spring 2013.	Monitor writing samples throughout the school year for improvement in writing.	Classroom teachers.

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

Provide substitute teachers for first year teachers to observe writing lessons.	Substitute teachers.	School Improvement, Lotto, school funds, ADV.	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

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:		Schoolwide attendance rate for school year 2012 - 2013 will be 96%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Current attendance rate is 95%.		Expected attendance rate is 96%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
There are no students to date with Excessive Absences.		Expected number of students with Excessive Absences is 10.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
There are no students to date with Excessive Tardies.		Expected number of students with Excessive Tardies is 15.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support for school attendance and timely school arrival.	Provide school incentives for good attendance and no tardies. Follow School Board policies and procedures for eliciting the Truant Officer assistance in ensuring student attendance at school.	BRT	Monitor school attendance and tardies monthly.	Monthly attendance reports and excessive tardy 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
NA	NA	NA	NA	NA	NA	NA

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:	Reduce the number of out-of-school suspensions by 10% for the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were no In-School Suspensions for 2012.	There are no expected In-School Suspensions for 2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Eight students suspended in school in 2012.	No In School suspensions are expected for 2013.

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
The suspension rate was .015% out-of-school suspensions in 2012.	The expected number of out-of-school suspensions is .010% for 2013.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
There were eight students suspended out of school in 2012.	Six students expected to be suspended out of school in 2013.				
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 new to school forget school rules.	Integrate new students into school culture through classroom guidance activities.	BRT	Monitor monthly out-of-school suspension rate.	Out-of-school suspension report.

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		To increase level of parent involvement among struggling students.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Approximately 50% of parents of struggling students are actively involved with parent support activities at school.		At least a 10% increase in the number of parents of struggling students will be actively involved in parent support activities at school.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are without childcare during parent support activities.	Provide childcare at all Title 1 Parent Involvement activities.	Title 1 lead teacher.	Monitor number of parents who participate in childcare during parent support activities.	Childcare sign-in form.
2	Parents need instructional activities to assist their struggling child.	Provide instructional support materials for parents at all Title 1 Parent Involvement activities.	Title 1 teachers	Monitor number of parents attending Title 1 Parent Involvement activities.	Title 1 sign-in forms.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Intervention Groups for struggling students not eligible for Title 1 assistance.	FCAT prep materials	School Improvement, Lotto, school funds, ADV.	\$500.00
Mathematics	Provide After School Tutoring for selected students in grades 3 - 5.	FCAT prep materials.	School Improvement, Lotto, school funds, ADV.	\$500.00
Science	Purchase materials needed for hands on science experiences.	Science materials.	School Improvement, Lotto, school funds, ADV.	\$500.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase outside reading of students in grades 3 - 5.	Purchase Accelerated Reader licenses.	School Improvement, Lotto, school funds, ADV.	\$6,000.00
				Subtotal: \$6,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Reading	Provide opportunities for classroom observations by first and second year teachers.	Provide substitute teachers to beginning teachers to observe experienced teachers.	School Improvement, Lotto, school funds, ADV.	\$500.00
Writing	Provide substitute teachers for first year teachers to observe writing lessons.	Substitute teachers.	School Improvement, Lotto, school funds, ADV.	\$200.00
				Subtotal: \$700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide After School Tutoring for identified students in grades 3 - 5.	Experienced classroom teachers will tutor after school.	School Improvement, Lotto, school funds, ADV.	\$4,000.00
				Subtotal: \$4,000.00
				Grand Total: \$12,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/7/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to provide After School Tutoring for identified students in grades 3 - 5, tutoring materials, release time for Lesson Studies and professional development.	\$10,000.00

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

The SAC will meet on a regularly scheduled basis to review implementation of the current School Improvement Plan, to help evaluate this year's plan, and to assist in the drafting of next year's SIP. The SAC also serves as an advisory council to the principal on any and all matters relating to school improvement. Members bring concerns and information to the SAC meetings for discussion and resolution.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District KIMBALL WILES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	93%	89%	85%	355	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	74%	76%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	72% (YES)			129	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					634	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District KIMBALL WILES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	88%	93%	77%	344	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	74%	76%			150	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?	52% (YES)	79% (YES)			131	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					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested