FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: L. D. MCARTHUR ELEMENTARY SCHOOL

District Name: Escambia

Principal: Tama J. Vaughn

SAC Chair: Ervin Byrd

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/26/2012

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	Tama J. Vaughn	Ed.D. Educational Leadership, Florida State University; Master of Social Work - University of Alabama; B.A. - University of West Florida- Social Work, Elementary Education;	4.5	12	Principal of McArthur Elementary in 2011-2012: Grade: B, Reading Mastery 60%, Math Mastery 53%, Writing Mastery 65%, Science Mastery 69%. 2010-2011: Grade: A, Reading Mastery 79%, Math Mastery 80%, Writing Mastery 60%, Science Mastery 55%. AYP: 97% Black and Economically Disadvantaged students did not make AYP in Reading and Math. 2009-2010: Grade: C, Reading mastery 72%: Math mastery 72%: Writing mastery 77%: Science 42%. AYP: 82% Black students did not make AYP in math and Economically Disadvantaged did not make AYP in Reading. All other subgroups made AYP in both reading and math.

| | | Educational Leadership, Principal Certification-Sate of Florida School Guidance K-12; Visiting Teacher/SchoolSocial Worker K-12; ESOL | | | 2008-2009: Grade: B, Reading mastery 78%: Math mastery 75%: Writing mastery 86%: Science 40%. AYP: 95% Black students did not make AYP in reading or math and Economically Disadvantaged did not make AYP in Math. All other subgroups made AYP in both reading and math.

2006-2007: (1/2 year) Grade: B, Reading Mastery 74%: Math Mastery 73%: Writing Mastery 64%: Science 37. AYP: 97% Black students did not make AYP in reading or math and Economically Disadvantaged did not make AYP in Writing. All other subgroups made AYP in both reading and math. |
| Assis Principal | Cheryl Johnecheck | M.A.-Curriculum and Instruction, University of West Florida; B.S.-University of West Florida-Early Childhood Elementary, Educational Leadership; Educational Leadership, Principal Certification-State of Florida | 12 | 6 | Assistant Principal of McArthur Elementary in 2011-2012: Grade: B, Reading Mastery 60%, Math Mastery 53%, Writing Mastery 65%, Science Mastery 69%.

2010-2011: Grade: A, Reading Mastery 79%, Math Mastery 80%, Writing Mastery 60%, Science Mastery 55%. AYP: 97% Black and Economically Disadvantaged students did not make AYP in Reading and Math. 2009-2010: Grade: C, Reading mastery 72%: Math mastery 72%: Writing mastery 77%: Science 42%. AYP: 82% Black students did not make AYP in math and Economically Disadvantaged did not make AYP in Reading. All other subgroups made AYP in both reading and math.

2008-2009: Grade: B, Reading mastery 78%: Math mastery 75%: Writing mastery 86%: Science 40%. AYP: 95% Black students did not make AYP in reading or math and Economically Disadvantaged did not make AYP in Math. All other subgroups made AYP in both reading and math.

2006-2007: Grade: B, Reading Mastery 74%: Math Mastery 73%: Writing Mastery 64%: Science 37. AYP: 97% Black students did not make AYP in reading or math and Economically Disadvantaged did not make AYP in Writing. All other subgroups made AYP in both reading and math. |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			2011-2012: No Reading Coach In the 2010-2011, school year Yvonne Akers served as our Reading Coach at McArthur Elementary. Due to budget cuts, Mrs. Akers will be teaching 5th grade and assistng our school with the interpretation

					of our reading scores. In addition, she will be assisting in professional development for our faculty.

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	At McArthur Elementary, we have 97.9% (46) Highly Qualified Teachers 47 in the core subjects. The District supported START Program will assist beginning teachers, but at McArthur we will have (0%) beginning teachers and will not be using the program. All teachers are certified and infield.	Principal	July, 2012	

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
100% of all instructors at McArthur Elementary are teaching in-field.	N/A

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
47	0.0%(0)	21.3%(10)	40.4%(19)	36.2%(17)	25.5%(12)	97.9%(46)	8.5%(4)	21.3%(10)	21.3%(10)

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
McArthur will not have any new hired teachers in the START Program.	N/A	N/A	N/A

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

This is the fourth year as a Title I school. McArthur Elementary has a full time (1.0)Technology Coordinator.
Academic support is provided to ensure students requiring additional remediation are assisted through small group instruction, tutoring, and additional computer lab time.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at McArthur Elementary School.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district District Title I Office. At McArthur Elementary we have identified 13 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's 2010 - 2011 budget. At McArthur Elementary our SAI monies were increased to $9,692.00 for the 2011 - 2012 school year. In 2012 - 2013, McArthur will receive $14,526. We will use these monies to provide extra support to retained students, students not meeting proficiency levels in reading, math, writing and science and students failing to meet performance levels required for promotion.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion.
Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an offficial policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously. This program is continued for the 2012-2013 school year.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary children. In 2010-11, McArthur Elemetnary was awarded the Bronze Award through the Healthier Alliance.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to McArthur Elementary.

Head Start

The Head Start Program is offered at the district level and several Head Start Programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office. At McArthur Elementary, we do not have a Head Start Program.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

A Career Day is coordinated by the Guidance Counselor. Activities include guest speakers, classroom activities/presentations, and research into different careers.

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.

Tama Vaughn, Principal
Cheryl Johnecheck, Assistant Principal
Rick VanGilder, Guidance Counselor
Evelyn Ball, Exceptional Student Education Teacher
Kelly Reynolds, Exceptional Student Education Teacher
Christin Love, Exceptional Student Education Teacher
Doug Shumaker, School Psychologist
Mindy Belko, Speech Teacher

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 will focus meetings on developing and maintaining a problem-solving process to encourage and support high achievement in our teachers, staff and students.
The Team meets once a month to review screening data, progress monitoring data, and classroom performance to identify students who are meeting or exceeding benchmarks, or who are at moderate risk or high risk for not meeting benchmarks. Based on this information, the team will identify needed professional development and resources. The Team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

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 RtI Leadership Team with the School Advisory Council(SAC) and Principal will develop the SIP. The Team will provide data on targets for Tier I, II, and III, academic and social/emotional areas with needs, help set clear expectations for instruction, and facilitate the development of a systemic approach to teaching and aligned procedures.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Florida Assessments for Instruction in Reading(FAIR) 11-12, GoMath Assessments 11-12, Florida Comprehensive Assessment Test(FCAT) Reading, Math, Science, and Writing 2012, September School-Wide Writing Prompt, School-Wide Behavior Plan Data
Progress Monitoring: FAIR, Benchmark Assessments, GoMath Assessments, Curriculum Based Assessments
Midyear: FAIR, GoMath
End or the year: FAIR, GoMath, FCAT Reading, Math, Science, and Writing, Escambia Writes, School-Wide Behavior Plan Data
Frequency of DATA Analysis: twice a month

Describe the plan to train staff on MTSS.

The Guidance Counselor and School Psychologist provide teacher training at the beginning of the school year and additional training is provided in data collection and data analysis.
Professional Development will be provided during the teachers' planning time and small sessions throughout the school year. The RtI team will also evaluate additional Professional Development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

The Principal and Assistant Principal will meet with each grade level to address strategies for students and teacher concerns. RtI meetings will be held on a weekly basis to provide support for teachers and students evaluations of academic growth.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jennifer Messer, Kindergarten
Lindsey Jeremiah, 1st grade
Patti Griffith, 2nd grade
Chuck Taylor, 3rd grade
Sally Simpler, 4th grade
Yvonne Akers, 5th grade/Facilitator
Kelly Reynolds, ESE
Terry Burrill, Media Specialist

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

The LLT meets monthly. The meeting procedures are to follow an agenda which is emailed to the members one week in advance of the meeting. The members include a representation from each grade level, ESE, media specialist and a school administrator. Our fifth grade representative serves as the facilitator. The members are responsible for sharing any relevant information with their grade level. The role of the LLT is to continuously promote a culture of literacy in our school environment. This is outlined in our literacy plan of action. The plan of action is determined by the LLT concerns for our school after studying our school's current data. The plan of action is monitored as the LLT discusses, collaborates and reviews new data as it becomes available.

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

The major initiatives of the LLT last year are based on the book by Jan Richardson, "The Next Step in Guided Reading."
For the 2012-2013 school year, The LLT will train all teachers to implement Small-Group Reading Instruction: Differentiated Teaching Models for Intermediate Readers, Grades 3-8. The LLT will also train all teachers to implement The Daliy 5: Fostering Literacy Independence in the Elementary Grades.
The initiatives will be on-going throughout the year as we promote the ideas expressed through grade level meetings, faculty meetings and school-wide training days. Examples of these are:
-implementing a Student Reading Response Notebook
-training and helping teachers collect purposeful data using the DRA, FAIR, FCAT
-training to show teachers how to scaffold strategies to deepen comprehension understanding of
any given text.
-review small group management systems as outlined in the book
-increase importance of using small group instruction through modeled lessons
-promote reading stmina
-increase informational and literacy text in the library

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/26/2012)

*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.

> In the spring, we invite VPK and pre-school students to meet our teachers and tour our school. At McArthur, prior to the first day of school our Kindergarten teachers meet individually with their students to introduce themselves and assess each student. This also allows the student and parent to visit their classroom and become acquainted with their teacher.

*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.

> N/A

*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?

> N/A

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?

> N/A

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

> N/A

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:	Maintain or increase by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012-13: grade 3, 31% (435achieved a level 3, in grade 4, 28% (28) achieved a level 3, 28% (36) and in 5th grade, 28% (45) achieved a level 3. In 2010-11: grade 3, 54% (49) achieved a level 3, 28%(33) achieved a level 4, and 7% (8) achieved a level 5. In grade 4, 36% (45) achieved a level 3, 28% (35) achieved a level 4, and 8% (10) achieved a level 5. In 5th grade, 35% (45) achieved a level 3, 31% (39) achieved a level 4, and 7% (9) achieved a level 5. The total achievement of level 3 and above for 3rd, 4th and 5th was 74% (273). In 2009-10: grade 3, 32% (40) achieved a level 3, 27% (36) achieved a level 4, and 6% (8) achieved a level 5. In grade 4, 38%(14) achieved a level 3, 31%(36) achieved a level 4, and 12% (8)achieved a level 5. In 5th grade, 63% (70)achieved 3 and above. The total achievement of level 3 was 72% (123).	The total achievement of level 3's and above will maintain or increse by 1%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student's personal motivation to succeed in academics and core values	The Motivation Program for reading	Principal, Assistant Principal, Leadership Team	Inpact on School Wide Discipline, Positive Behavior Program	Discipline Data Report, Summary of School Wide Positive Report
2	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal	Attendance reports	Attendance Reports
3	Students entering 2 to 3 grade levels behind in reading.	Additional instruction in small groups.	Principal, Assistant Principal	Academic assessments	FAIR, Benchmark assessments, Mastery Checklist
4	English is not primary language spoken in the home.	ELL assessment and support services	Principal, Assistant Principal	Academic assessments	FAIR, Benchmark assessments, Mastery Checklist
5	Students with unidentified disbilities	Assessment and additional special instruction	Principal, Assistant Principal	Academic assessments	FAIR, Benchmark assessments, Mastery Checklist
6	Length of the instructional day	After school instructional programs	Principal, Assistant Principal	Academic assessments	FAIR, Benchmark assessments, Mastery Checklist

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:	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Maintain or increase by 1 percentile point, the students achieving proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12: grade 3, 33% (37)achieved a level 4, in grade 4, 27% (27) achieved a level 4, in grade 5, 28%(36)level 4. In 2010-11: grade 3, 28% (33)achieved a level 4, and 7% (8) achieved a level 5. In grade 4, 28% (35) achieved a level 4 and 8% (10) achieved a level 5. In grade 5, 31%(39)level 4 and 7% (9) level 5. In 2009-10: grade 3, 31% (36)achieved a level 4, and 6% (40) achieved a level 5. In grade 4, 31% (31) achieved a level 4 and 12% (14) achieved a level 5. In grade 5, 7.5%(31)level 5 and 19% (23) level 4.	The total achievement of level 4's and 5's above will increase by 1 percentile point.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal	Attendance reports	Attendance reports
2	Length of the instructional day	Increase learning opportunities with students in after school program	Principal, Teacher	FAIR data assessements	FAIR
3	Increase availability of challenging material	Purchase reading material on higher reading level	Principal, Media Specialist	FAIR data assessements	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:	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				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grade 4, 54% achieve reading gains and 68% achieve reading gains in 5th grade. Maintain or increase by 1 percentile point, the students making Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12: grade 4, 54%(51) (achieved a reading gains and 68%(80)achieved a reading gains in 5th grade. In 2010-11: grade 4, 80% (achieved a reading gains and 63% achieved a reading gains in 5th grade. In 2009-10: grade 4, 69% (achieved a reading gains and 50% achieved a reading gains in 5th grade.	Maintain or increase by 1 percentile point, the students making Learning Gains in Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of classroom management techniques	Kagan Classroom Management Techniques, participate in District 360 training programs	Principal, Assistant Principal, Leadership Team, Grade Level Chairs, Classroom teacher	Climate Survey, feedback from teachers, inproved citizenship reports, decrease in discipline referrals and in and out of school suspensions	Climate Survey Data, verbal and written comments from classroom teachers and staff, increase in citizenship grades on quarterly report cards, Discipline data and suspension data
2	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal	Attendance reports and FAIR data	Attendance reports and FAIR reports
3	Parental support due to time and ability.	Teacher provides support material to parents for addition practice when possible. Teacher communicates ongoing academic reports of student's progress.	Classroom teacher	Progress grades	Communication log and academic assessment reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	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:		
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At McArthur Elementary, the lowest 25% making learning gains in reading totaled 56%.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
In 2011-2012: 56% of students in the lowest 25% made learning gains. In 2010-11: 65% (36)of students in the lowest 25% made learning gains in reading at McArthur Elementary School. Based on the 2009-2010 FCAT data, 34% (30)of students in the lowest 25% made learning gains in reading at McArthur Elementary School.	At McArthur Elementary, the lowest 25% making learning gains in reading will increase by 1%.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources in home	Student packets created for individual need.	Teacher	FAIR, GoMath, teacher Assessments	FAIR, GoMath Study Island
2	Attendance	Increase attendance	Administration and Cloassroom Teacher	FAIR, GoMath, teacher Assessments	Attendance Reports
3	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Teachers, Assistant Principal	Attendance reports	Attendance reports
4	The economically disadvantaged subgroup has less resources in the home for academic support.	Provide more reading materials for students. Teacher provides support material to parents for addition practice when possible. Teacher communicates ongoing academic reports of student's progress. Use SuccessMaker for all FCAT level 1's and 2's.	Principal, Teachers, Assistant Principal	FAIR data Progress Reports	FAIR Reports
5	Academic motivation for students	Kagan strategies implementd in the	Principal, Teachers,	FAIR data Progress Reports	FAIR Reports Report Cards

		classroom	Assistant Principal		

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 :

Reading Goal # box content:
> Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by seven (7) percentage points over the course of six years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	54	59	63	68	

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:	Increase by 1 percentile point, the students achieving Achievable Measureable Objective in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12: McArthur Elementary, 63% (277) of the Economically Disadvantaged and 23% (37) of the Black subgroup scored at or above grade level in reading. In 2010-11: McArthur Elementary, 67% (212) of the Economically Disadvantaged and 64% (90) of the Black subgroup scored at or above grade level in reading. The size of the Hispanic, Asian, American Indian and ELL groups were not large enough to measure. In 2009-10: McArthur Elementary, 71% (177) of the White subgroup, 61% (137) of the Economically Disadvantaged and 65% (58) of the Black subgroup scored at or above grade level in reading. The size of the Hispanic, Asian, American Indian and ELL groups were not large enough to measure.	McArthur Elementary will increase by one percentile point or maintain the current level of performance in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Academic motivation	Implement Kagan strategies	Principal, Assistant Principal, Teachers	Report cards Classroom assessments	Report cards Classroom assessments
2	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Assistant Principal, teachers	Attendance reports, assessment data	Attendance reports and FAIR data
3	Understanding of ethnic beliefs and cultures	Provide information addressing cultural beliefs for different ethnic groups	Principal, Assistant Principal, Guidance Counselor, Media Specialist	Monitor progress of ethnic groups	FAIR, Assessment reports for Accelerated Reader

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:	At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, white=73% Black=35% Hispanic=29%	At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At McArthur Elementary, SWD will maintain or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, students with disabilities not making satisfactory progress in reading equals 31%.	In 2013, the SWD will increase to 32%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of the school day	Master schedule will maximize student learning time	Administration	Review teacher lesson plns and compare to master schedule	FCAT Assessments
2	Time for small group or one-on-one instruction	Review strategies at RtI meetings, increase differentiated instruction	Administration adn classroom teachers	Classroom walkthroughs	FCAT Assessments
3	Training for close reading strategies, and text dependent type questions	Provide training in close reading, test complexity	Adminstration	Lesson Plans and classroom walkthroughs	FCAT Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Maintain or increase by 1 percentile point, the Economically Disadvantaged students making Achievable Measureable Objective in reading 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12: McArthur Elementary, 53% (217) scored at or above grade level in reading. In 2010-11: McArthur Elementary, 67% (235) scored at or above grade level in reading. In 2009-10: 61% (138) scored at or above grade level in reading.	Maintain or increase by 1 percentile point, the Economically Disadvantaged students making Achievable Measureable Objective in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Assistant Principal, Teacher	Monthly Discipline Data and 9 week attendance report	School-Wide Behavior Report
2	Length of instructional day	After school instruction programs	Principal, Assistant Principal	Assessment Data	SuccessMaker, FAIR, BenchMark Assessments
3	Parental support due to time and ability.	Provide more reading materials for students. Teacher provides support material to parents for addition practice when possible. Teacher communicates ongoing academic reports of student's progress.	Principal, Assistant Principal and Teacher	Progress reports and acedemic assessments	Assessments and grades

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading	K, 1, 2, 3, 4, 5 Reading	Reading Leadership Team	School-Wide	Pre-Planning, October Teacher Plan Day	Close Reading Strategies	Reading Leadership Team

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island/Reading Eggs	Software program	District	$5,400.00
			Subtotal: $5,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Coordinator train classroom teachers using smartboard and Imagine It resources	Imagine It resources	Title I	$29,394.00
			Subtotal: $29,394.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Provide training in Daily 5 and Tyner Model	Beveryl Tyner and Daily 5 Resource books	Title I	$800.00
		Subtotal: $800.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Conferences	Substitutes for classroom teachers	Title I	$1,350.00
		Subtotal: $1,350.00	
		Grand Total: $36,944.00	

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:	At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.
2012 Current Percent of Students Proficient in listening/speaking:	
At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.	

	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

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:	At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.
2012 Current Percent of Students Proficient in reading:	
At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.	

	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

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

3. Students scoring proficient in writing. CELLA Goal #3:	At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.	

2012 Current Percent of Students Proficient in writing:
At McArthur Elementary, we do not have enough students to meet the AMO criteria to be assessed.

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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:	Maintain or increase by 1 percentile point 40%, the students achieving proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 - 2012, in grade 3, 38% (45) achieved a level 3, 26% (31), in grade 4, 49%(61) achieved a level 3, and 8%(10) achieved a level 5; in grade 5, 30%(38) achieved a level 3. In 2010 - 2011, in grade 3, 38% (45) achieved a level 3, 26% (31) achieved a level 4, and 9% (11)achieved a level 5; in grade 4, 49%(61) achieved a level 3, and 23%(28) achieved a level 4, and 8%(10) achieved a level 5; in grade 5, 30% (38) achieved a level 3, 31%(39) achieved a level 4, and 8% (10) achieved a level 5. In 2009 - 2010, in grade 3, 40% (50) achieved a level 3, 35% (26) achieved a level 4, and 21% (5)achieved a level 5; in grade 4, 32%(37) achieved a level 3, and 37%(42) achieved a level 4, and 6%(7) achieved a level 5; in grade 5, (24) achieved a level 3, (31) achieved a level 4, and (6) achieved a level 5.	The total achievement of level 3's and above will be 40%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student's personal motivation to succeed in academics and core values	The Motivation Program for reading	Principal, Assistant Principal, Leadership Team	Inpact on School Wide Discipline, Positive Behavior Program	Discipline Data Report, Summary of School Wide Positive Report
2	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports	Attendance reports
3	Students entering below grade level in math.	Provide extra instruction in small groups.	Teacher, Principal, Assistant Principal, Technology Coordinator, Guidance Counselor, ESE Teacher	GoMath reports SuccessMaker Math	FCAT Math Scores
4	Length of academic day	Provide other opportunities to practice with Math Superstars.	Teachers, Assistant Principal, Classroom Teacher	Math Superstar Worksheets and Charts	FCAT Math Scores

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:	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Maintain or increase by 1 percentile point, the students achieving levels 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 - 2012, in grade 3, 26% (30) achieved a level 4 ; in grade 4, 23%(29) achieved a level 4 and in grade 5, 31% (39) achieved a level 4. In 2010 - 2011, in grade 3, 26% (31) achieved a level 4 and 9%(11) achieved a level 5; in grade 4, 23%(28) achieved a level 4 and 9%(11) achieved a level 5; in grade 5, 39%(31) achieved a level 4 and 8%(10) achieved a level 5. In 2009 - 2010, in grade 3, 27% (32) achieved a level 4 and 7%(13) achieved a level 5; in grade 4, 37%(42) achieved a level 4 and 6%(7) achieved a level 5; in grade 5, 26%(31) achieved a level 4 and 5%(6) achieved a level 5.	The total achievement of level 4's will be maintained or increase one percentile point.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Closely monitor attendance and notify parents of academic impact.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports	Attendance reports
2	Length of the instructional day	Increase learning opportunities through Math Superstar Program	Principal, Assistant Principal, Classroom Teacher	Math Superstar Worksheets and Charts	FCAT Math Scores
3	Instructional time	Classroom instruction will maintain or increase math instruction to a mimimun of 60 minutes.	Principal, Assistant Principal, Classroom Teacher	Growth on Assessments	GoMath

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				
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grade 4, 64%(60) will achieve learning gains and in grade 5, 51%(60) will achieve learning gains on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 - 2012, 64%(60) achieved learning gains in 4th grade and 51%(60) achieved learning gains in 5th grade on FCAT Math. In 2010 - 2011, 73%(85) achieved learning gains in 4th grade and 68%(78) achieved learning gains in 5th grade on FCAT Math. In 2009 - 2010, 60%(68) achieved learning gains in 4th grade and 58%(66) achieved learning gains in 5th grade on FCAT Math.	Maintain or increase by 1 percentile point, the students making learning gains 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	Lack of classroom management techniques	Kagan Classroom Management Techniques, participate in District 360 training programs	Principal, Assistant Principal, Leadership Team, Grade Level Chairs, Classroom teacher	Climate Survey, feedback from teachers, inproved citizenship reports, decrease in discipline referrals and in and out of school suspensions	Climate Survey Data, verbal and written comments from classroom teachers and staff, increase in citizenship grades on quarterly report cards, Discipline data and suspension data
2	Length of academic day	Provide other opportunities to practice with Math Superstars.	Teachers, Assistant Principal, Classroom Teacher	Math Superstar Worksheets and Charts	FCAT Math Scores
3	Students entering below grade level in math.	Provide extra instruction in small groups.	Teacher, Principal, Assistant Principal, Technology Coordinator, Guidance Counselor, ESE Teacher	GoMath reports SuccessMaker Math	FCAT Math Scores
4	Attendance	Closely monitor attendance and tardies and notify parents of academic impact through parent conferences, and parent letters	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance Reports	Attendance Reports

5	Limited instruction time for math	Increase instruction time	Principal, Assistant Principal, Classroom Teachers	Classroom Assessments	GoMath 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:	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At McArthur Elementary, the lowest 25% making learning gains in math totaled 44% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 44% (15)of students in the lowest 25% made learning gains in math at McArthur Elementary. Based on the 2011 FCAT data, 67% (37)of students in the lowest 25% made learning gains in math at McArthur Elementary. Based on the 2010 FCAT data, 59% (52)of students in the lowest 25% made learning gains in math at McArthur Elementary.	McArthur Elementary will maintain or increase 1 percentile point learning gains in the lowest 25% on FCAT Math in 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 resources in home	Student packets created for individual need.	Teacher	FAIR, GoMath, teacher Assessments	FAIR, GoMath Study Island
2	Attendance	Increase attendance	Administration and Cloassroom Teacher	FAIR, GoMath, teacher Assessments	Attendance Reports
3	The economically disadvantaged subgroup may lack motivation due to low self-esteem	Provide extra instruction in small groups.	Teacher, Principal, Assistant Principal, Technology Coordinator, Guidance Counselor, ESE Teacher	GoMath Reports SuccessMaker Math	FCAT Math Scores
	The economically disadvantaged subgroup	Provide inservice for teachers to identify	Guidance, Assistant Principal,	Review math assessments	FCAT Math Scores

4	have less resources in the home for academic support.	strategies to motivate students.	Principal, Math Representative		
5	Attendance	Closely monitor absences and tardies and contact parents.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports and monitor data.	Attendance Reports
6	Limited classroom instrucitonal time	Increase instruction	Principal, Assistant Principal, Classroom Teachers	Classroom assessments	GoMath Assessments

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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 #
	Our school will reduce the achievement gap by 50% by increasing our proficiency in math by seven(7) percentage points over the course of six years.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	47	52	57	63	

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:	McArthur Elementary will maintain or increase one percentile point in the subgroups in making Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, at McArthur Elementary, 20% (43)of the White subgroup, 43% (43) of the Black subgroup scored below. The size of the Asian, American Indian and ELL groups were not large enough to measure.

In 2011, at McArthur Elementary, 83% (180)of the White subgroup, 71% (167) of the Economically Disadvantaged and 59% (70) of the Black subgroup scored at or above grade level in math. The size of the Hispanic, Asian, American Indian and ELL groups were not large enough to measure. In 2010, at McArthur Elementary, 74% (185)of the White subgroup, 65% (147) of the Economically Disadvantaged and 54% (48) of the Black subgroup scored at or above grade level in math. The size of the Hispanic, Asian, American Indian and ELL groups were not large enough to measure. | McArthur Elementary will increase by one percentile point or maintain the current level of performance on FCAT 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	Academic motivation	Implement Kagan strategies	Principal, Assistant Principal, Teachers	Report cards Classroom assessments	Report cards Classroom assessments
2	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports and assessment data for math	Attendance Reports
3	English is not the primary language spoken in the home	ELL assessments and support services	ELL District Personnel, Principal, Assistant	Academic assessments	GoMath FCAT Math Scores

			Principal		
4	Length of academic day	After school instruction programs	Principal, Assistant Principal, Classroom and Resource Teachers	Academic Assessments GoMath StudyIsland	GoMath FCAT Math Scores
5	Motivational strategies for students in subgrups	Training for classroom teachers	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Academic Assessments	GoMath FCAT Math Scores

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:	At McArthur Elementary, we do not have enough students to meet the Achievable Measurable Objectives criteria to be assessed.
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD will maintain or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, students with disabilities not making satisfactory progress in math equals 37%.	In 2013, the expected level for SWD will be 38%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of the school day	Master schedule will maximize student learning time	Administration	Review teacher lesson plans and compare to master schedule	FCAT Assessements
2	Time for small group or one-on-one instruction	Review strategies at RtI meetings, increase differentiated instruction	Administration and classroom teachers	Classroom walkthroughs	FCAT Assessments
3	Training for close reading strategies, and text dependent type questions	Provide training in close reading, test complexity	Adminstration	Lesson Plans and classroom walkthroughs	FCAT Assessments

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

of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Maintain or increase by 1 percentile point, the Economically Disadvantaged students making Adequate yearly Progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, at McArthur Elementary, 36%(70) scored below grade level in math. In 2011, at McArthur Elementary, 71%(235) scored at or above grade level in math. In 2010, at McArthur Elementary, 65%(222) scored at or above grade level in math.	McArthur Elementary will maintain or increase one percentile point in math in the Economically Disadvantaged subgroup.

	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 may have low self-esteems	Provide small group instruction	Principal, Assistant Principal, Classroom Teachers	GoMath assessments	FCAT Math Scores
2	Attendance	Monitor and notify parents of excessive abcences and tardies	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports and data analysis	Attendance Reports
3	Length of instructional day	Provide after school instruction	Principal, Assistant Principal, Classroom and Resource Teachers	GoMath assessments	FCAT Math Scores
4	Instructional time	Increase instructional time	Principal, Assistant Principal, Classroom and Resource Teachers	GoMath assessments Classroom assessments	GoMath and FCAT scores

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
Math	K, 1, 2, 3, 4, 5	Math School Leader	School-Wide	Pre-Planning January Teacher Plan Day	School GoMath Data	Math Leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase support for basic math facts for K-5th grades	FAST Math Program	District	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Technology Coordinator provide training for classroom teachers	GoMath and FASTMath program	Title I	$29,394.00
		Subtotal:	$29,394.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
DATA Team help classroom teachers analysis data	GoMath data	N/A	$0.00
		Subtotal:	$0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Parent Conferences	Substitutes for classroom teachers (listed under REading Goal Budget)	Title I	$0.00
		Subtotal:	$0.00
		Grand Total:	$34,394.00

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:	Maintain or increase by 1 percentile point, the students achieving proficiency in FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 - 2012, McArthur Elementary achieved 63%(81) meeting high standards in Science. In 2010 - 2011, McArthur Elementary achieved 55%(63) meeting high standards in Science. In 2009-2010, McArthur Elementary achieved 42% (50) meeting high standards in Science.	McArthur Elementary will increase to 1% point or maintain the current achievement level in Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports	Attendance reports
2	Length of the instructional day	Increase learning opporrtunies in after school care program and at home	Teacher, Principal, Assistant Principal	FCAT Simulation data	FCAT Science Data
3	Opportunities for hands on science experiments	Participation in a Science Day	Teachers, Principal, Assistant Principal	FCAT Simulation data	FCAT Science 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 science. Science Goal #1b:	N/A

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 science. Science Goal #2a:	Maintain or increase by 1 percentile point, the students achieving proficiency.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, fifth graders achieved 25% (32) level 4's. In 2011, fifth graders achieved 13% (16) level 4's and 4% (5)level 5's. In 2010 fifth graders achieved 8% (10) level 4's and 4% (5)level 5's.	The total achievement of level 4's and 5's above will be 25%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	Attendance reports	Attendance reports
2	Length of the instructional day	Increase learning opportunties at home	Teacher, Principal, Assisstant Principal	FCAT Simulation data	FCAT Science Data
3	Lack of availablity for higher order thinking activities	Develop Science Lab for atudents	Teacher, Principal, Assisstant Principal	FCAT Science Data	FCAT Science 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science 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

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	K - 5th Science	Science Leader	K - 5th	Monthly with Science teachers	School Pre and Post Test Scores	Science Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase classroom instruction	Science Lab	District	$661.00
			Subtotal: $661.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Support for students	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Participate in District Training	District workshops	District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $661.00

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:	Maintain or increase by 1 percentile point, the students achieving a level 4.0 and above in Writing 65% (xx).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In 2011-12, McArthur Elementary achieved 65% (76) scoring a level 3.0 or above in writing. In 2010-11, McArthur Elementary achieved 60% (69) scoring a level 4 or above in writing. In 2009-10, McArthur Elementary achieved 77% (101) scoring a level 3 or above in writing.	McArthur Elementary will increase one percentile point or maintain our present level of achievement in writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal, Teachers	Attendance reports, writing progress	Attendance reports, FCAT Writing data
2	Length of the instructional day	Provide additional opportunties for practice at home	Teacher	Monthly writing prompts	FCAT Writing data
3	Students with unidentified disabilities	Staff development for writing techniques	Principal, Assistant Principal	Monthly writing data	FCAT Writing data
4	Instruction in writing skills in privious grades	Teachers will review writing curriculum	Principal, Assitant Principal, teachers	Monthly writing data	School-wide writing prompts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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

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
Step Up to Writing	Grades 2 - 5th	District Trainer	Grades 2 - 5	October, 2012	Monthly Assessments and review of lesson plans	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Training	District provides materials for Lucy Caulkin program	District	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Writing Prompts	District	District	$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:	At McArthur Elementary, our attendance goal is to continue to decrease absences and decrease tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2011-12 McArthur Elementary's attendance rate was 95.2%. The 2010-11 McArthur Elementary's attendance rate was 94.7%. In 2009-10, McArthur Elementary's attendance rate was 94.8%.	Maintain 95.2% or increase .1%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2011-12 the excessive absences was 222. The 2010-11 the excessive absences was 276. In 2009-10 at McArthur Elementary, the current excessive absences was 246.	At McArthur Elementary, the excessive absences will be decreased by 10%.
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)	Tardies (10 or more)
In 2011-12, McArthur Elementary had 195 tardies. In 2010-11, McArthur Elementary had 184 tardies. In 2009-10 at McArthur Elementary, the excessive tardies were 191.	McArthur Elementary, the excessive tardies 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	Transportation for AYP students	Inform parents that transportation must be provided by the parent when choosing a AYP placement.	Administration	Weekly monitoring of student attendance	DATA Reports
2	Lack of understanding of impact on academics	Closely monitor attendace and tardies and notify parent when academic impact is recognized.	Teachers, Principal, Assistant Principal	Review weekly attendance reports, review District reports	Assessment data of students
3	Lack of motivation of students	Implement Kagan Strategies	Teachers, Principal, Assistant Principal	Review of attendance reports	DATA Reports
4	Students afraid to attend school	Instruction for teachers in strategies for Bully Prevention	Guidance Counselor, Teachers, Principal, Assistant Principal	Review RTI Quarterly Report	TRI Quarterly 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
Attendance	K - 5th grades	Administration	School-Wide	Pre-Planning and Progress Reports and Report cards	Monitor each nine week period	Adminstration and Classroom Teachers

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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:	McArthur Elementary will increase the number of postive behaviors and decrease the number of negative behaviors in students using a school-wide Behavior Program. This program will reduce the number of suspensions by one percentage point.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2011-12, 16 students participated in in-school suspension. In 2010-11, 13 students participated in in-school suspension. McArthur Elementary had 22 students in in-school suspension for 2009 - 2010	McArthur Elementary will reduce the number of in-school suspensions by 1.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2011-2012, McArthur has 13 students suspended. In 2010-2011, McArthur has 53 students suspended. McArthur Elementary had 31 students suspended for 2009. - 2010	McArthur Elementary will reduce the number of school suspensions by 1.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
McArthur Elementary had 43 had Out-of-school suspensions for 2011 - 2012. McArthur Elementary had 53 students had Out-of-school suspensions for 2010 - 2011. McArthur Elementary had 46 students had Out-of-school suspensions for 2009 - 2010.	McArthur Elementary will reduce the number of in-school suspensions by 1.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2011-12, McArthur Elementary had 30 Out-of-school suspension. In 2010-11, McArthur Elementary had 94 Out-of-school suspension. McArthur Elementary had 46 Out-of-school suspension for 2009 - 2010.	McArthur Elementary will reduce the number of in-school suspensions by 1.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of impact on academics	Increase parent contact by teacher.	Principal, Assistant Principal, Teachers	Monthly Discipline reports	School-wide Behavior Management Plan data
2	Training time for teachers	Training for teachers in use of strategies in the classroom.	Guidance Counselor, Principal, Assistant Principal	Monthly Discipline reports	School-wide Behavior Management Plan 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
Strategies to decrease bullying and aggressive behavior	K - 5th	Guidance Counselor and Discipline Team	School-Wide	Pre-Planning and each nine week grading period	Quarterly meetings and report	Discipline Committee and Adminstration
MTSS for Behaviors	Grades K - 5	Discipline Committee	School-wide	Nine week grading periods	Quarterly ERASE Forms completed	Guidance Counselor, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	McArthur Elementary has an active PTA and School Advisory Council that provides many support services to parents.

	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	In 2012-13, parent conferences will be conducted in Kindergarten and 1st grades. If funds are available parent conferences will be conducted in 2nd and 3rd grades. In 2011 - 2012, McArthur Elementary will continue to support parent conferences with Kindergarten and 1st grade students. If funds are available, parent conferences will also be conducted for 3rd grade parents.	Increase Parent programs to two and continue Volunteer Training.

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	Transportation	Arrange transportation when needed.	Principal, Assistant Principal	Data documentating transportaion method and cost.	Monthly Budget
2	Lack of Parent involvement due to job demands or transportation	Use student planners in 4th and 5th grades, parent newsletters and telephone contacts, discuss attendance at RtI Meetings	Principal, Assistant Principal, teachers, Guidance Counselor	Student assessments	Grade Level assessments
3	Lack of understanding for adopted textbooks	Parent newsletters, parent conferences and parent meetings to identify needs and strategies.	Principal, Assistant Principal, teachers, Guidance Counselor	Student assessments	Student assessments

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
Parent conferences, parent contacts	K - 5th grades	Administration	School-Wide	Pre-Planning	Surveys	Adminstration and Classroom Teachers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parent training	Educational materials	Title I	$650.00
Parent conferences	Grade level information	Title I	$2,000.00
			Subtotal: $2,650.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent conferences	Parent conferences for grades K, 1, 2, and 3rd grades	Title I	$0.00
			Subtotal: $0.00
			Grand Total: $2,650.00

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 student usage of technology in the classroom for reading, mathematics and science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training for teachers in ways to utilize teachnology in the classroom.	Survey teachers to determine specific needs for training.	Administration and Technology Coordinator	Lesson plans and observation	Classroom observations

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
School-Wide Behavior Plan	Grades K - 5	Discipline Committee	School-wide	Teacher Pre-Planning and each nine week grading period	School Data	Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

N/A 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. N/A Goal N/A Goal #1:	N/A
2012 Current level:	2013 Expected level:
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
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 N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island/Reading Eggs	Software program	District	$5,400.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Increase support for basic math facts for K-5th grades	FAST Math Program	District	$5,000.00
Science	Increase classroom instruction	Science Lab	District	$661.00
Writing	Teacher Training	District provides materials for Lucy Caulkin program	District	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	Provide parent training	Educational materials	Title I	$650.00
Parent Involvement	Parent conferences	Grade level information	Title I	$2,000.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $13,711.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology Coordinator train classroom teachers using smartboard and Imagine It resources	Imagine It resources	Title I	$29,394.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Technology Coordinator provide training for classroom teachers	GoMath and FASTMath program	Title I	$29,394.00
Science	Study Island	Support for students	District	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $58,788.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide training in Daily 5 and Tyner Model	Beveryl Tyner and Daily 5 Resource books	Title I	$800.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	DATA Team help classroom teachers analysis data	GoMath data	N/A	$0.00
Science	Participate in District Training	District workshops	District	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent Conferences	Substitutes for classroom teachers	Title I	$1,350.00

CELLA	N/A	N/A	N/A	$0.00
Mathematics	Parent Conferences	Substitutes for classroom teachers (listed under REading Goal Budget)	Title I	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	Monthly Writing Prompts	District	District	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	Parent conferences	Parent conferences for grades K, 1, 2, and 3rd grades	Title I	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $1,350.00
				Grand Total: $74,649.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/12/2012)

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
No SAC Funds	$0.00

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

The School Advisory Council will review and give input into the school budget, academic goals, Title I Plan/Budget, and goals for improvement for 2012-2013.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District L. D. MCARTHUR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	80%	60%	55%	274	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	71%	70%			141	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?	65% (YES)	67% (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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District L. D. MCARTHUR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	77%	42%	263	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	59%	59%			118	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?	34% (NO)	59% (YES)			93	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					474	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested