

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SUNCOAST ELEMENTARY SCHOOL

District Name: Hernando

Principal: Lisa Braithwaite

SAC Chair: Jennifer Anselmo

Superintendent: Bryan Blavatt

Date of School Board Approval: 11/06/2012

Last Modified on: 10/16/2012

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

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K-12 Public Schools  
Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Lisa Braithwaite	Masters in Educational Leadership from St. Leo University Bachelor of Science in Elementary and Primary Education from University of South Florida. Reading Endorsed 2011	19	10	2011-2012 School Grade B, 59% of students met high standards in Reading, 63% made learning gains in Reading and 68% of the lowest twenty-five percent made learning gains in Reading; 54% met high standards in Math, 65% made learning gains in Math, and 69% of the lowest twenty-five percent made learning gains in Math; 81% met high standards in Writing, and 53% met high standards in Science. 2010-2011 School Grade B, 82% AYP, 65% of students made learning gains in Reading while 66% of the lowest twenty-five percent made learning gains in Reading, 49% of students made learning gains in Math while 52% of the lowest twenty-five percent made learning gains in Math. 2009-2010 School Grade B, 97% AYP 2008-2009 School Grade A, Met AYP 100% 2007-2008 School Grade B, AYP 97% 2006-2007 School Grade A, AYP met 100%  2005-2006 School Grade A, AYP 97% 2004-2005 School Grade B, Met AYP 100%

					2003-2004 School Grade A
Assis Principal	Charles L. Smith	Masters in Educational Leadership from University of South Florida; Bachelor of Science in Physical Education/Recreation and Driver's Ed from Seton Hall University	3	17	2011-2012 School Grade B, 59% of students met high standards in Reading, 63% made learning gains in Reading and 68% of the lowest twenty-five percent made learning gains in Reading; 54% met high standards in Math, 65% made learning gains in Math, and 69% of the lowest twenty-five percent made learning gains in Math; 81% met high standards in Writing, and 53% met high standards in Science. 2010-2011 School Grade B, 82% AYP, 65% of students made learning gains in Reading while 66% of the lowest twenty-five percent made learning gains in Reading, 49% of students made learning gains in Math while 52% of the lowest twenty-five percent made learning gains in Math. 2009-2010 School(DES)Grade B, 74% AYP 2008-2009 School(DES)Grade B, 97% AYP 2007-2008 School(WES)Grade B, 92% AYP 2006-2007 School(WES)Grade B, AYP 92% 2005-2006 School(WES)Grade B, AYP 97% 2004-2005 School(WES)Grade A, AYP 97%

### 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			N/A

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	District application process provides a screening system to assure all persons interviewed have the required certification for the position which they are applying as well as meeting the requirements to be highly qualified.	Susan McKinney	ongoing	
2	Grade Level Professional Learning Communities (PLC) meetings to provide support, plan, and review grade level data.	Charles Smith, Assistant Principal	ongoing	
3	Providing effective and highly effective teachers with quality feedback on their teaching practices.	Lisa Braithwaite, Principal and Charles Smith, Assistant 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
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
66	1.5%(1)	9.1%(6)	47.0%(31)	42.4%(28)	56.1%(37)	63.6%(42)	10.6%(7)	12.1%(8)	39.4%(26)

## 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
Laura Mendoza	Laksmey Quinoz and Wendy Corr	Pre-Kindergarten Handicapped and First Grade Support with Common Core State Standards and ESE procedures	All mentors are Clinical Educator Trained (CET) and provide scheduled meetings with mentee addressing policies, procedures, and support with curriculum review and review of data (FLKRS, FAIR, SAM).
Christine Mentasti	Heather Zielinski and Karen Hray	3rd grade support with Reading/FCAT and Kindergarten support with Common Core State Standards	Provide support to mentees addressing ELA and Math Common Core State Standards, Fluency, Vocabulary and Comprehension Strategies for differentiated instruction, and review of data (FLKRS, FAIR, SAM).

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Suncoast Elementary School will use its 2012-2013 differentiated Title II site allocated funds to support researched-based professional development programs involving the Common Core State Standards, Charlotte Danielson Framework for Effective Teaching and Learning, Lesson Study, Inquiry-Based Science processes, Differentiated Math and Writing, Positive Behavior Support Systems, and Advancing Technology practices. Staff will also participate in district-wide Title II-funded professional development programs such as the Common Core State Standards and PD 360 content.

Title III

Suncoast Elementary English Language Learners are served in mainstream classrooms and receive supplemental support from the ESOL paraprofessional and/or other personnel as required to meet their individual needs. Title III funds will be used to support ELL students in an extended day program which will meet before or afterschool 2-3 days per week. Students and teachers have access to translated texts, dictionaries, and computer software packages such as the Rosetta Stone.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

Suncoast Elementary Cafeteria Staff provide free and/or reduced-price lunches for any student that qualifies to participate in the U.S. Department of Agriculture's National School Lunch Program. The school cafeteria staff provides balanced meals with good variety, as well as meeting high sanitary standard and providing a friendly environment for the students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our school-based core MTSS (Multi-Tier Systems of Student Support) formerly known as the RtI leadership team includes:

- Lisa Braithwaite, Principal
- Charles Smith, Assistant Principal
- Cecilia Troyer, Assessment Teacher and Team Leader
- Kelly Baker, Guidance Counselor
- Teresa Jones, Guidance Counselor
- Christine Mentasti, Reading Teacher
- Susan Rivera, ESE Teacher and Team Leader
- Ann Connell, 1st grade Teacher, Primary Team Leader, FAIR Train the Trainer
- Laura Mendoza, 2nd grade Teacher, Lead Mentor
- Caryn Ingle, School Psychologist
- Mary Weathersby, Behavior Specialist

The following teachers will work with the core MTSS Leadership team to provide additional support with the tier process across the grade levels: Danna Peterson, Linda Botts, Karen Hensley, Karen Saverino, Jennine Romanello, Joanne Chaney, Elizabeth Scheidle, Janet Moffitt, and Paula George.

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 team's role is to support teachers in the problem solving process, assist with interventions and instructional strategies, ensure that documentation is collected and recorded, provide training for staff, and work together to help implement the RtI process at our school effectively. Specific roles include:

\*Caryn Ingle-facilitator of meetings, role includes compiling data as a visual using graphs (data displays)

\*Kelly Baker and Teresa Jones-Recorders, role includes taking thorough notes during meetings, organizing Tier 1,2,and 3 paperwork and data, scheduling meeting dates and times, discussing MTSS process with parents (Teresa Jones, guidance counselor, is a certified RtI trainer.)

\*Cecilia Troyer-Data Collector, role includes preparing FAIR, ThinkLink Data, FCAT data for review and comparison

\*Christine Mentasti-Reading Resource-Offering research-based strategies for the support of intervention time

\*Ann Connell (Primary)and Laura Mendoza (Lead Mentor)-Time Keeper

All team members have attended three years of district leadership training for MTSS/RtI. Team members will be actively involved in Tier II fidelity checks and continued support of the MTSS processes for the 2012-2013 school year. The MTSS Leadership team will meet quarterly.

The District MTSS Coach, Mary-Grace Surrena, will provide coaching and support for the infrastructure and implementation of tiered supports for academics and behavior.

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 MTSS core leadership team helped develop our school's resource maps for academics and behavior, planned staff development, and set goals for the implementation of the tier process. The master schedule includes a 30-minute intervention time that allows for Tier 2 interventions to be implemented based on current data. The team will meet at least every other month to assess progress, review plans and revise as needed. Our team will use the problem solving process when reviewing progress monitoring data for each of our school improvement goals to determine how our strategies are working.

The MTSS core leadership team will present and review FCAT data, attendance data, ISS/OSS data, FAIR data, and progress monitoring data with grade level teams 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.

Data sources used include the Florida Comprehensive Assessment Test (FCAT) for 4th and 5th grade students in Reading/Writing,Math,and Science. SAM progress monitoring data K-5, District Writing Prompts, Leading and Lagging data as reported in Performance Matters, and Florida Assessments for Instruction in Reading (FAIR) through the Progress Monitoring and Reporting Network (PMRN) for Reading.

Progress Monitoring: SAM, Curriculum-Based Measurement (CBM), Florida Assessments for Instruction in Reading (FAIR)

End of Year: FCAT, SAM, and/or FAIR.

Describe the plan to train staff on MTSS.

During Professional Learning Communities(PLC), targeted training will continue to focus on the "Problem Identification" process. School-based MTSS members will observe students in Tier 2 intervention time to document the fidelity of the intervention being delivered. Professional development opportunities will focus on data collection and graphing student progress focusing on gap analysis within a grade level.

Describe the plan to support MTSS.

The District School Services Department will continue to provide ongoing support to the MTSS leadership team through district leadership trainings and the monthly coaching support of the MTSS District Coach, Mary-Grace Surrena.

## School-Based Literacy Leadership Team

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

Lisa Braithwaite, Principal  
Chris Mentasti, Reading Teacher  
Karen Hensley, Media Specialist  
Cecilia Troyer, Assessment Teacher  
Jennine Romanello, Kindergarten Teacher  
Ann Connell, 1st Grade Teacher  
Melissa Howard, 2nd Grade Teacher  
Kristen Cameron, 3rd Grade Teacher  
Renee Koulouris, 4th Grade Teacher  
Dianna Bordoanba, 5th Grade Teacher  
Susan Rivera, ESE Teacher

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

The School-Based Literacy Leadership Team will meet monthly to define literacy goals for the school. The team will add resources as needed to the Professional School Library to help support teachers with literacy as well as review reading research to increase teachers' knowledge base.

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

Major initiatives include:

- Promote independent student reading through Tumblebooks website and Accelerated Reader program.
- Celebrate Literacy Week and the most improved readers in each grade level.
- Improve text and visual literacy skills through cross-curricular connections.
- Provide parents with strategies to assist their children in reading through designated parent nights presented by grade level teams.
- Provide on-site professional development, training and support for staff that supports the school's established literacy priorities and goals.
- Establish and maintain relationships with community volunteers as reading partners for students at our Annual Bedtime Stories Event.
- Media Specialist will model and demonstrate literacy strategies to support and encourage developing readers in informal discussions.

## 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.

N/A

### \*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?

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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:	The percentage of students achieving FCAT Level 3 in Reading will increase from 31% to 35% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (132)	35% (153)

#### 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	The core instruction does not meet the needs of all students to provide the necessary instruction to achieve a level 3 or higher.	Provide a Tier 2 intervention for those students whose FAIR data indicates that their probability of PRS Reading Success is less than 44% (K-2), RC less than 30% (Gr.3), and FCAT Level 1 and 2 (Gr. 4-5).	Classroom Teacher, Grade Level PLC teams, Assessment Teacher, School-based RtI Leadership Team	Review of data collected during Tier 2 intervention time. RtI team will observe and monitor the fidelity of the Tier 2 intervention instruction.	FAIR ongoing progress monitoring
2		Provide opportunities for teachers to work together using the Common Core State Standards rubric to analyze text (structure, language/clarity/coventions, knowledge demands/purpose) to engage students in close reading leading to interactive discussion and question generation.	Classroom Teacher, Grade Level and Vertical PLC teams, and Reading Teacher	Monitor the use of the Common Core State Standards rubric. Review reading comprehension data from each Assessment period.	FAIR ongoing progress monitoring

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of students scoring Levels 4-6 on FAA will remain at 0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (3)	0% (3)

#### Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) will increase from 28% to 30% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (122)	30% (131)

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	The lack of alternative instructional delivery methods and use of essential questions.	During the 90-minute reading block teachers will plan differentiated learning stations based on the instructional needs of each student. The teachers will provide enrichment opportunities such as genre studies, author studies, and technology/research projects to extend learning as well as implement the use of essential questions to develop understanding.	Classroom Teacher, Professional Learning Communities	PLC team review	Project rubrics, Benchmark Assessment, FAIR assessment
2		Provide opportunities for teachers to work together using the Common Core State Standards rubric to analyze text (structure, language/clarity/conventions, knowledge demands/purpose) to engage students in close reading leading to interactive discussion and question generation.	Classroom Teacher, Grade Level and Vertical PLC teams, and Reading Teacher	Monitor the use of the Common Core State Standards rubric. Review reading comprehension data from each Assessment period.	FAIR ongoing progress monitoring

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of students achieving a Level 7 or higher on the FAA will remain 100.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Comprehension	Implementation of Lindamood Bell Talkies/VV program.	ESE Resource Teacher and ESE paraprofessional	Monitor student progress through the steps of the program.	Students response to the response.

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:	The percentage of students making learning gains in reading on the 2013 FCAT 2.0 will increase from 60% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (174)	62% (186)

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	Differentiated instruction is not delivered with fidelity.	Teachers will use the core reading series materials to implement differentiated instruction during the 90-minute reading block and integrate the use of CCSS for Informational Text (K-5).	Administration	Classroom walkthroughs	Classroom walkthroughs
2	A lack of systematic vocabulary instruction from reading to writing.	Coordinate a lesson study on "Bringing Words to Life" to help teachers develop an understanding of the tiers of vocabulary words.	PLC Group Leaders and Administration	Classroom walkthroughs targeting reading and writing centers	Classroom walkthroughs

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:	The percentage of students making learning gains in reading on the FAA will remain 100.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Language Comprehension	Implementation of Lindamood Bell Talkies/VV program.	ESE Resource Teacher and ESE paraprofessional	Monitor student progress through the steps of the program.	Students response to the response.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Seventy percent of the students in the lowest twenty-five percent will make learning gains in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (47)	70% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of fluency and the motivation to read independently	Use of leveled readers at students' instructional levels across the content areas to peak interest and improve fluency. The integration of the CCSS for informational text across the curriculum will be used.	Classroom Teacher, Reading Teacher	Tier 2 Progress Monitoring	FAIR On-going Progress monitoring
2		Use of reciprocal teaching strategies to engage students in interaction with the text.	Classroom Teacher, Reading Teacher, ESE Teacher	Student demonstration of reciprocal teaching role with partner monitored by teacher	Teacher observation

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 # Our goal is to decrease the percent non-proficient by 50% over a six year period. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	37%	33%	30%	25%	

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:	Our goal is to decrease the percentage of Hispanic students not making satisfactory progress in reading from 57% to 50% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (41)	50% (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	Language Comprehension	During reading instruction teachers will engage students in activities that will develop language comprehension.	Classroom teachers, Reading Teacher	Ongoing progress monitoring	Weekly assessments, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal is to decrease the percentage of ELL students not making satisfactory progress in reading from 86% to 65% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (12/14)	65% (12/18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding of oral and written language	Provide ample opportunity for language experiences and discourse with models and support.	Classroom Teacher	ELL student participation in the classroom discussions monitored by classroom teacher	Teacher Observation, CELLA

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:	The percentage of SWD students not making satisfactory progress in reading will decrease from 67% to 60% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (29)	60% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of Cognitive disabilities	Instruction and assessment that provides opportunities to demonstrate knowledge based on individual learning styles.	Classroom Teacher, ESE Teacher, ESE Resource Teacher, Reading Teacher, Speech and Language Teacher	Teacher Observation and demonstration of success with core curriculum	Ongoing progress monitoring

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:		Our goal is to decrease the percentage of Economically Disadvantaged students not making satisfactory progress in reading from 47% to 40% on the 2013 FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
47% (126)		40% (106)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack a vocabulary foundation to be successful.	Effective use of visualizing and verbalizing strategies to create mental images of both known nouns and new vocabulary in isolation or the context of the story.	Classroom teacher Reading Teacher	Tier 2 progress monitoring	FAIR on-going progress monitoring

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards across the content areas	K-5	Leadership Team, Assessment Teacher, Reading Teacher, District Reading Coaches	Grade Level and Vertical PLC groups	District Inservice Days, PLC meeting dates	Classroom Walkthroughs	Administration, Leadership Team, Reading Teacher
Collaborative Learning Structures	K-5	Grade Level Teams	Grade Level Teams	PLC meeting dates	Classroom Observation	Administration
Data Chats related to FAIR, FCAT data, and classroom performance	K-5	Grade Level Teams	Grade Level Teams, Assessment Teacher, Administration	Grade Level meeting dates after FAIR AP1, AP2, and AP3	Data Collection review and documentation of meeting minutes provided to Administration via email	Administration, Assessment Teacher
Lesson Study and the Common Core ELA (Assessments, Curriculum Alignment)	K-5	Vertical PLCs	Vertical PLC Teams	Vertical PLC meeting dates	Lesson Study documentation and collaboration	Lesson Study Group, Administration

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
	ELA Common Core State Standards (2)	District Title II	\$15,818.00
	Reading Endorsement Classes (K-12)	District Title II	\$10,436.00
	Common Core Standards across content areas: Understanding and identifying practices that support CCSS.	Title II	\$2,500.00
	Collaborative Learning Structures: Exploration of teacher and student roles	Title II	\$2,000.00
			Subtotal: \$30,754.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Increase independent reading	Tumblebooks	Discretionary funds	\$449.10
Reading Intervention Program (Before/Afterschool)	Teachers will provide intervention to remediate students specifically identified through MTSS school team	SAC funds	\$2,000.00
			Subtotal: \$2,449.10
			Grand Total: \$33,203.10

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.		Fifty-five percent of students will score proficient in Listening/Speaking on the CELLA 2013.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
51% (19)					
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	Multiple listening and speaking opportunities are limited.	Provide extended day programs that are prescribed toward ELL students areas of deficiencies in the area of listening and speaking.	Classroom Teacher and Extended Day Instructor	Observation of ELL students in formal classroom discussion and informal interactions with their peers.	CELLA Listening and Speaking

2		Support and practice will be provided by the ESOL paraprofessional and classroom teacher encouraging opportunities and practice for listening and speaking in the core content classes.	ESOL Lead Teacher, Classroom Teacher	Classroom Walkthroughs	CELLA Listening and Speaking
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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:	Thirty percent of students will score proficient in Reading on the CELLA 2013.
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2012 Current Percent of Students Proficient in reading:

27% (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	Language Comprehension	Computerized instruction to reinforce language comprehension skills	ELL paraprofessional, Classroom Teacher, Reading Teacher	Progress monitoring	CELLA Reading
2	Additional training for classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed	Professional development will be provided by ESOL Lead Teacher to classroom teachers focusing on best practices, targeted instruction, and effective strategies in reading to support ELLs.	Administration	Documented use of ESOL strategies used by classroom teachers	CELLA Reading, FAIR

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

3. Students scoring proficient in writing. CELLA Goal #3:	Thirty percent of students will score proficient in writing on the CELLA 2013.
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2012 Current Percent of Students Proficient in writing:

27% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of oral language skills	Develop oral language skills through classroom literary experiences so that students ability to transfer words into	ELL paraprofessional, Classroom Teacher	Ongoing progress monitoring	DWAP and CELLA

	writing becomes increasingly more proficient.		
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Supplemental Classroom Materials and Supplies: Classroom Libraries, "News for You", IDEA materials, leveled readers, bilingual dictionaries, and audio reading.	District Title III, Part A Grant	\$9,385.18
			Subtotal: \$9,385.18
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Rosetta Stone Classroom Version 3 (CD ROM network) English Levels 1, 2,3 and Rosetta Stone English Levels 1-5 (online annual fixed licenses) and Orchard software, Syboney Learning Group Language Arts K-3, 4-5 bundles	District Title III, Part A Grant	\$11,950.00
			Subtotal: \$11,950.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Best Practices training for ESOL teachers and ESOL paraprofessionals	District Title III, Part A Grant	\$2,700.00
			Subtotal: \$2,700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$24,035.18

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:	Forty percent or more of the students will achieve a Level 3 in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (138)	40% (175)

## 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 rarely have an understanding of math vocabulary to problem solve.	Include problem based interactive learning strategies in daily math lessons. Use of Pearson Success Tracker to remediate and enrich Unit Topics.	Classroom teacher	Grade level PLC teams review results of common assessment data and Success Tracker data.	SAM Math Benchmark Assessments and Pre/Post tests Success Tracker data
2	Students lack an understanding of topic and rely on procedure.	Provide inquiry based and cooperative structures which puts students in charge of their learning.	Classroom teacher	Grade level PLC teams will review inquiry based activities.	SAM Math Benchmark Assessments and Topic assessments in Math
3		Incorporate the CC Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct variable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Classroom Teacher	Grade level and vertical PLC teams will review CC Mathematical Practices.	SAM Math Benchmark Assessments and Topic assessments in Math

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
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 mathematics. Mathematics Goal #2a:	Twenty-five percent or more of the students will achieve a Level 4 or 5 in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (94)	25% (109)

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 enrichment activities that promote problem solving and higher-order thinking skills.	Teachers will provide differentiated instruction through the use of centers, math technology (Success Tracker), and independent enrichment practice materials.	Classroom teacher, School appointed district math representative	Grade Level PLCs will meet to review the results of common pre and post assessments as well as results of the student data chats.	Common assessments and student data chats
2	Lack of experiences in thinking abstractly in mathematics.	Incorporate the CC Mathematical Practices	Classroom Teacher	Grade Level and vertical PLCs will monitor the implementation.	SAM Math Benchmark Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The percentage of students that score an achievement level 7 or more on the 2013 FAA will remain at 100.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of foundational skills	Use of hands on	ESE Resource	Teacher observation	FAA

1	in mathematics.	activities and manipulatives to increase foundational skills.	Teacher, ESE paraprofessional	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Sixty-five percent of students will make learning gains in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (177)	65% (195)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to transition from guided practice to independent performance.	During the math block, teachers will incorporate daily spiral reviews allowing for application and incorporation of prior knowledge. Computer based independent practice will also be incorporated.	Classroom teacher, School appointed district math representative	Teachers will review Success Tracker data routinely to determine students' progress.	Success Tracker, SAM Benchmark Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The percentage of students making learning gains in mathematics on the FAA will remain at 100.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mathematical foundation skills.	Teachers will differentiate and scaffold instruction to meet the individual needs in the classroom.	ESE Resource Teacher, ESE paraprofessional	Teacher observation, informal and formal assessments	FAA

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.	Sixty-seven percent or more of the lowest twenty-five percent will make a learning gain in math on the 2013 FCAT
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Mathematics Goal #4:	2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (50)	67% (52)

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	Core instruction rarely provides enough hands-on activities for learning success.	1. Teachers will provide intensive math remediation during intervention time incorporating individual student manipulative kits, the use of online math manipulatives and other hands-on activities. 2. Students receive targeted instruction and support to address areas of weakness relating to NGSSS/CCSS	Classroom Teacher	Teachers will review results of SAM benchmark assessments to review students' progress.	SAM benchmark 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 # Our goal is to decrease the number of non-proficient students by 50% over a six year period. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46%	41%	37%	33%	27%	

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:	The percentage of the total students (including all ethnicity groups)not making satisfactory progress on the 2013 Math FCAT 2.0 will decrease from 46 to 40.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (198)	40% (175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic skills and conceptual understanding of math content.	Intervention time will be targeted to address the basic skills students lack.	Classroom teachers	Classroom Walkthroughs	Weekly Assessments

2	Teachers will incorporate the Concrete-Representation-Abstract sequence to help develop conceptual understanding.	Classroom teachers	Classroom Walkthroughs	Weekly Assessments, SAM Benchmark Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students not making satisfactory progress in mathematics will decrease from 79 to 70.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (11)	70% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Proficiency	Provide instruction focused on mathematical discourse and academic language.	Classroom teacher	Classroom observation	SAM benchmark assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students with disabilities (SWD) not making progress in mathematics on the 2013 FCAT 2.0 will decrease from 65 to 60.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (28)	60% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not differentiated to meet the needs of diverse needs of learners.	Provide differentiated instruction during math block to target diverse learning styles.	Classroom Teacher, ESE Teacher, Administration	Classroom walkthroughs	SAM Benchmark Assesments, Weekly Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Ecomically Disadvantaged students not making satisfactory progress in mathematics on the 2013 FCAT 2.0 will decrease from 51 to 47.
2012 Current Level of Performance:	2013 Expected Level of Performance:

51% (135)		47% (125)			
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	Lesson plan content lacks connections and relevance to student's world.	Employ the use of appropriate mathematics instruction that is relevant to the student's every day experience.	Classroom Teacher, Administration	Classroom observation, Classroom walkthroughs	SAM Benchmark Assessment, Weekly Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for Mathematics	K-5	Pearson representative, Leadership team, School appointed district math representative	K-5 teachers	ongoing	Monitoring of implementation of CCSS in mathematics	Administration, Leadership team
Success Tracker (online diagnostic and reporting system)	K-5	Grade Level Teachers, School appointed district math representative	1-5 grade teachers	ongoing	School appointed district math representative will monitor and support use of Success Tracker component.	Administration, School appointed district math representative
Envision Math Series-Diagnostic Kit	K-5	District Math Coach	K-5 teachers	November 2012	MTSS Leadership team to monitor intervention and implementation of strategies	MTSS Leadership Team and Leadership Team members
Number Worlds	K-5	ESE Resource Teacher	ESE Teachers and Inclusion teachers	November 2012	Monitoring of use of Number Worlds for ESE students	ESE Resource Teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Common Core State Standards/Mathematical Practices	District Title II	\$16,500.00

(3-5)	Common Core State Standards- Teaching Numbers and Operations Conceptually in Base Ten (1-2)	District Title II	\$33,000.00
	Teaching Fractions conceptually	District Title II	\$26,650.00
			Subtotal: \$76,150.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$76,150.00</b>

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:			Forty percent of students will achieve a level 3 in science on the FCAT 2013.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
36% (54)			40% (65)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Direct science instruction often does not include inquiry-based learning experiences.	Teachers will incorporate regularly scheduled inquiry-based opportunities into their lessons.	Administration, Classroom Teacher	Teachers will review SAM benchmark assessment data to monitor student progress and effectiveness of instructional activities.	SAM Benchmark Assessments; Student work samples

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		
Problem-Solving Process to Increase Student Achievement					

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Twenty percent of students will achieve a level 4 or 5 in science on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (24)	20% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction often does not include opportunities to increase understanding through exploration using the scientific method.	Classroom teachers will conduct a scientific method project with their students.	Classroom Teacher, Administration	School science fair directors will review classroom science projects and provide project specific feedback to teachers.	District-issued Science Fair Rubric, Grade Level Rubric
2	Teachers use questioning strategies and techniques that promote higher-order thinking and increased levels of cognitive complexity.	Teachers use higher order questioning during instruction and assessment.	Classroom teacher, Administration	Classroom walkthroughs and lesson plans will be reviewed for evidence of higher order questioning.	SAM Benchmark assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	The percentage of students scoring at or above achievement level 7 in science will remain at 100.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may require	Teachers will	ESE Resource	Observation, informal	FAA



1	more inquiry based learning opportunities.	incorporate more inquiry based learning activities.	Teacher and ESE paraprofessional	assessment	
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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
Technical support and content support related to CCSS for Science Fusion series	K-5	Houghton-Mifflin Science K-5 Fusion trainers	K-5	9/20/12, 10/12/12, 01/24/12	Administrative walk-throughs	Administration
Text Complexity (Incorporating Science in the ELA block)	K-5	District Reading Coaches	K-5	10/23/12 and 10/24/12	Lesson Plans, Administrative walk-throughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	School Lab Supply Resources	State Science Lab Allocation	\$1,200.00
			Subtotal: \$1,200.00
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
Science K-5 Fusion Training Year 2 of Implementation		District Title II	\$750.00
			Subtotal: \$750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,950.00

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:	Eighty-five percent of students will meet high standards in writing (FCAT Level 3.0 or higher) as assessed by the 2013 FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (132)	85% (116)

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 reading to writing approach across the content areas.	Teachers will incorporate text dependent writing across the content areas with a focus on vocabulary, spelling, and conventions.	Classroom Teachers	Teachers will review students text dependent writing and evaluate effectiveness through conferencing.	Writing Samples
2		Teachers will provide opportunities for students to write arguments with evidence from the text to justify their point of view and understand the CC Anchor Standards for Writing.	Classroom Teachers	Teachers will review student writing and evaluate effectiveness through conferencing.	Writing Samples

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	The percentage of students scoring 4 or higher on the Writing section of the FAA 2013 will remain at 100.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (N/A at this time)

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	Lacks oral and written foundational skills.	Build oral language experiences to develop written communication skills.	ESE Resource Teacher, ESE paraprofessional	Teacher observation	FAA Writing Section

(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: Effective Writing Practices and Delivery of Writing (CCSS)	K-5 classrooms	Classroom Teachers, webinar	K-5 Teachers	ongoing Vertical PLCs (2nd nine weeks and 4th nine weeks)	Collaboration with participants	Administration, Leadership Team, PLC leaders
Using anchor papers to score-FCAT 2.0	3rd and 4th grade classroom	Grade 3 and Grade 4 Team Leaders	3rd and 4th grade teachers	November	DWAP, Classroom Assessments	Administration, 3rd and 4th grade team leaders

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
Lesson Study Group: Effective Practices to Enhance Delivery of Writing Instruction (CCSS)	CCSS Writing Standards and cross curricular writing focus	Title II	\$2,500.00
Scoring using Anchor Papers for FCAT 2.0	Anchor papers for review	Title II	\$500.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,000.00</b>

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:	To increase the current attendance rate from 94% to 95% for the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

94%(860)	95% (860)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
367	350
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
131	125

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	Increased parent awareness of the attendance policy for Hernando County Schools.	Classroom teachers will contact parents if there is a pattern of absences. The Global Connect system will contact parents of students who are absent and inform them of the absence and county policy regarding attendance. Guidance Counselors and the School Social Worker will ensure that the truancy policy is enforced.	Guidance Counselors, Social Worker, Data Entry	Attendance data will be reviewed by Guidance Department, Social Worker and classroom teachers to problem solve strategies if sufficient gains are not yielding.	Attendance Reports from Terms and Global Connect
2	Students are not consistently rewarded for good attendance.	PBS plans motivational strategies in the classroom to reward good attendance daily.	PBS Leadership Team, PBS Coach, Administration	Attendance data	Attendacne Reports

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

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

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

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

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:	The number of suspensions will decrease by three suspensions/students for the 2012-2013 school year.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
41	38				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
26	23				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
5	2				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
5	2				
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 reward system to adhere to the Suncoast Expectations	Suncoast staff will reinforce the school-wide Positive Behavior Support (PBS) plan for school expectations (S.M.A.R.T.) and share classroom management strategies and incentives for model behavior. Expectations will be reinforced throughout the year.	PBS Leadership Team, PBS Coach Kelly Baker	Review of Midyear report of discipline referrals. Examine schoolwide PBS data monthly.	Monthly Discipline and PBS data reports, RTI-B reports
2	Individual students not rewarded for S.M.A.R.T expectations	PBS rewards will transition from classroom rewards to individual rewards.	PBS Leadership Team, PBS Coach, Administration, School Staff	Review of PBS data monthly.	Monthly PBS data reports, RTI-B 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
Positive Behavior Supports	School-wide	Assistant Principal, PBS Coach, and PBS Leadership Team	School-wide	ongoing	Review of discipline data and PBS SMART expectation data	Assistant Principal, PBS Coach
RTI-B	K-5	USF	Guidance Teachers, Discipline Secretary, Administration	November	Use of reports	Assistant Principal, PBS Coach/Guidance Counselors

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
PBS School-Wide Expectations	Classroom incentives and Individual incentives for PBS	SAC	\$500.00
			Subtotal: \$500.00

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement		According to the Edline database provided by Jackson Software Company, 503 Suncoast Elementary parents have active Edline accounts for their Kindergarten -5th grade level students. Our goal is to increase this parental activity by 10% by using Edline support tools and reverse call notification system.			
Parent Involvement Goal #1:  <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:			
55% (503 active Edline accounts)		65% (553 active Edline accounts)			
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 do not receive pertinent district, school and student information.	Vital school information will be disseminated through the use of Edline, evening parent workshops and conferences. Information about school events will be hosted on Suncoast Elementary edline. Parent notification will be dispatched through the use of an automated reverse call system.	Administration, Classroom Teachers, School Technology Specialist	Edline site management index indicates the number of active parent user accounts; Workshop feedback will be received via parent survey	Edline site management index; Parent survey
2	Parents are lacking in knowledge regarding the education system and are reluctant to become involved.	Suncoast Back to School Parent nights will be held for each grade level providing families with knowledge related to elementary school curriculum, procedures and state mandates. PTA will host a variety of family events for everyone to be involved.	Suncoast Staff, PTA, Administration	Attendance rates at Back to School Parent Nights and PTA events will be reviewed quarterly to analyze involvement trends at our site.	Back to School Parent Night Evaluation Forms, Global Connect RSVP to events calculated.

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
			<b>Grand Total: \$0.00</b>

*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:		To increase access to "Suncoast Super Scientist" before school program for our female economically disadvantaged students in grades 3-5.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of financial resources	To obtain funding from SAC to provide slots in the program for economically disadvantaged females.	SAC committee	Number of female economically disadvantaged students compared to the number of other participants	Suncoast Super Scientist roster



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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Suncoast Super Scientist (Before Program)	Teachers will provide instruction for the LabRats program	SAC	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$1,500.00

End of STEM Goal(s)

## Additional Goal(s)

### Goal: Retained students 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. Goal: Retained students Goal Goal: Retained students Goal # 1:			The percentage of third grade students retained due to FCAT will decrease by 50%.		
2012 Current level:			2013 Expected level:		
19% (28)			10% (14)		
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	Slow progress in attaining a solid foundation of basic reading skills with the core and differentiated instruction.	Additional intensive instruction (Tier 3) with Lindamood Bell strategies: LIPS for phonemic awareness; Seeing Stars program for symbol imagery for reading and spelling fluency; Visualizing and Verbalizing program for language comprehension and thinking.	Reading Teacher, Classroom Teacher	Observation, informal assessments	FAIR: Maze score depicts students' progress in reading efficiency and low level comprehension

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

*End of Goal: Retained students Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA		Supplemental Classroom Materials and Supplies: Classroom Libraries, "News for You", IDEA materials, leveled readers, bilingual dictionaries, and audio reading.	District Title III, Part A Grant	\$9,385.18
Science		School Lab Supply Resources	State Science Lab Allocation	\$1,200.00
				Subtotal: \$10,585.18
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA		Rosetta Stone Classroom Version 3 (CD ROM network) English Levels 1, 2,3 and Rosetta Stone English Levels 1-5 (online annual fixed licenses) and Orchard software, Syboney Learning Group Language Arts K-3, 4-5 bundles	District Title III, Part A Grant	\$11,950.00
				Subtotal: \$11,950.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		ELA Common Core State Standards (2)	District Title II	\$15,818.00
Reading		Reading Endorsement Classes (K-12)	District Title II	\$10,436.00
Reading		Common Core Standards across content areas: Understanding and identifying practices that support CCSS.	Title II	\$2,500.00
Reading		Collaborative Learning Structures: Exploration of teacher and student roles	Title II	\$2,000.00
CELLA		Best Practices training for ESOL teachers and ESOL paraprofessionals	District Title III, Part A Grant	\$2,700.00
Mathematics		Common Core State Standards/Mathematical Practices (3-5)	District Title II	\$16,500.00
Mathematics		Common Core State Standards-Teaching Numbers and Operations Conceptually in Base Ten (1-2)	District Title II	\$33,000.00
Mathematics		Teaching Fractions conceptually	District Title II	\$26,650.00
Science	Science K-5 Fusion Training Year 2 of Implementation		District Title II	\$750.00
Writing	Lesson Study Group: Effective Practices to Enhance Delivery of Writing Instruction (CCSS)	CCSS Writing Standards and cross curricular writing focus	Title II	\$2,500.00
Writing	Scoring using Anchor Papers for FCAT 2.0	Anchor papers for review	Title II	\$500.00
				Subtotal: \$113,354.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase independent reading	Tumblebooks	Discretionary funds	\$449.10
Reading	Reading Intervention Program (Before/After school)	Teachers will provide intervention to remediate students specifically identified through MTSS school team	SAC funds	\$2,000.00
Suspension	PBS School-Wide Expectations	Classroom incentives and Individual incentives for PBS	SAC	\$500.00
STEM	Suncoast Super Scientist (Before Program)	Teachers will provide instruction for the LabRats program	SAC	\$1,500.00
				Subtotal: \$4,449.10
				Grand Total: \$140,338.28

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

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

SAC meetings are regularly advertised to parents and business/community members encouraging their participation. Staff members went to businesses in our school zone to personally invite them to join SAC. At Open House (August, 2012) an informational SAC booth was facilitated by SAC members encouraging parent membership.

Projected use of SAC Funds	Amount
1. Before School Programs to address STEM, Reading, and Retention goal. 2. Individual PBS rewards. 3. Adding to the Professional Development Library in relation to CCSS resources.	\$4,000.00

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

SAC will support school initiatives such as PBS, Suncoast Super Scientist as well as focus on Math, Reading, and Writing proficiency targets.

# 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

Hernando School District SUNCOAST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	71%	84%	47%	281	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	65%	49%			114	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?	66% (YES)	52% (YES)			118	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					513	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Hernando School District SUNCOAST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	77%	85%	63%	307	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	58%	67%			125	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?	47% (NO)	73% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested