FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MEMORIAL ELEMENTARY SCHOOL

District Name: Highlands

Principal: Ruby F. Handley

SAC Chair: Josh Miller

Superintendent: Wally Cox

Date of School Board Approval: November 8, 2011

Last Modified on: 10/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 School Grade: D % Meeting High Standards in Reading: 48% % Meeting High Standards in Math: 44% Learning Gains in Reading: 62% Learning Gains in Math: 47% Lowest 25% Making Learning Gains in Reading: 70% Lowest 25% Making Learning Gains in Math: 41% 2010-2011 School Grade: C AYP: No % Meeting High Standards in Reading: 67% % Meeting High Standards in Math: 68% Learning Gains in Reading: 64% Learning Gains in Math: 61% Lowest 25% Making Learning Gains in Reading: 53% Lowest 25% Making Learning Gains in Math: 61% 2009-2010

| | Principal | Ruby F. Handley | – Masters – School Principal | 4 | 18 | School Grade: B
AYP: No
% Meeting High Standards in Reading: 63%
% Meeting High Standards in Math: 69%
Learning Gains in Reading: 63%
Learning Gains in Math: 61%
Lowest 25% Making Learning Gains in Reading: 55%
Lowest 25% Making Learning Gains in Math: 75%

2008-2009
School Grade: C
AYP: No
% Meeting High Standards in Reading: 63%
% Meeting High Standards in Math: 62%
Learning Gains in Reading: 62%
Learning Gains in Math: 47%
Lowest 25% Making Learning Gains in Reading: 59%
Lowest 25% Making Learning Gains in Math: 40%

2007-2008
School Grade: C
AYP: No
% Meeting High Standards in Reading: 70%
% Meeting High Standards in Math: 70%
Learning Gains in Reading: 57%
Learning Gains in Math: 62%
Lowest 25% Making Learning Gains in Reading: 47%
Lowest 25% Making Learning Gains in Math: 53%

2006-2007
School Grade: C
AYP: No
% Meeting High Standards in Reading: 74%
% Meeting High Standards in Math: 64%
Learning Gains in Reading: 66%
Learning Gains in Math: 43%
Lowest 25% Making Learning Gains in Reading: 52%
Lowest 25% Making Learning Gains in Math: 50%

2005-2006
School Grade: B
AYP: No
% Meeting High Standards in Reading: 72%
% Meeting High Standards in Math: 69%
Learning Gains in Reading: 57%
Learning Gains in Math: 65%
Lowest 25% Making Learning Gains in Reading: 58%
Lowest 25% Making Learning Gains in Math: N/A |
| | | | Degrees:
• Specialist - Curriculum and | | | 2011-2012
School Grade: D
% Meeting High Standards in Reading: 48%
% Meeting High Standards in Math: 44%
Learning Gains in Reading: 62%
Learning Gains in Math: 47%
Lowest 25% Making Learning Gains in Reading: 70%
Lowest 25% Making Learning Gains in Math: 41%

2010-2011
School Grade: C
AYP: No
% Meeting High Standards in Reading: 67%
% Meeting High Standards in Math: 68%
Learning Gains in Reading: 64%
Learning Gains in Math: 61%
Lowest 25% Making Learning Gains in Reading: 53%
Lowest 25% Making Learning Gains in Math: 61%

2009-2010
School Grade: B
AYP: No
% Meeting High Standards in Reading: 63%
% Meeting High Standards in Math: 69%
Learning Gains in Reading: 63%
Learning Gains in Math: 61%
Lowest 25% Making Learning Gains in Reading: 55%
Lowest 25% Making Learning Gains in Math: 75% |

			# of Years at Current School	# of Years	Prior Performance Record
Assis Principal	Carla J. Ball	Instruction • Masters - Educational Leadership • Bachelor of Science - Business Administration Certifications: • Elementary Education 1-6 • School Principal - K-12	4	6	2008-2009 School Grade: C AYP: No % Meeting High Standards in Reading: 63% % Meeting High Standards in Math: 62% Learning Gains in Reading: 62% Learning Gains in Math: 47% Lowest 25% Making Learning Gains in Reading: 59% Lowest 25% Making Learning Gains in Math: 40% 2007-2008 School Grade: C AYP: No % Meeting High Standards in Reading: 66% % Meeting High Standards in Math: 64% Learning Gains in Reading: 53% Learning Gains in Math: 50% Lowest 25% Making Learning Gains in Reading: 48% Lowest 25% Making Learning Gains in Math: 52% 2006-2007 School Grade: A AYP: Yes % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 66% Learning Gains in Reading: 81% Learning Gains in Math: 60% Lowest 25% Making Learning Gains in Reading: 80% Lowest 25% Making Learning Gains in Math: 60% 2005-2006 School Grade: B AYP: No % Meeting High Standards in Reading: 80% % Meeting High Standards in Math: 65% Learning Gains in Reading: 67% Learning Gains in Math: 56% Lowest 25% Making Learning Gains in Reading: 63% Lowest 25% Making Learning Gains in Math: N/A

INSTRUCTIONAL COACHES

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

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)
					2011-2012 School Grade: D % Meeting High Standards in Reading: 48% % Meeting High Standards in Math: 44% Learning Gains in Reading: 62% Learning Gains in Math: 47% Lowest 25% Making Learning Gains in Reading: 70% Lowest 25% Making Learning Gains in Math: 41% 2010-2011 School Grade: C AYP: No % Meeting High Standards in Reading: 67% % Meeting High Standards in Math: 68% Learning Gains in Reading: 64% Learning Gains in Math: 61% Lowest 25% Making Learning Gains in Reading: 53% Lowest 25% Making Learning Gains in Math: 61% 2009-2010 School Grade: B AYP: No % Meeting High Standards in Reading: 63% % Meeting High Standards in Math: 69%

| Reading | Shirley Demeri | Degrees:
• Bachelor of Science – Home Economics
• Masters – Elementary Education

Certifications:
• Elementary Education

Endorsements:
• ESOL
• Reading | 4 | 10 | Learning Gains in Reading: 63%
Learning Gains in Math: 61%
Lowest 25% Making Learning Gains in Reading: 55%
Lowest 25% Making Learning Gains in Math: 75%

2008-2009
School Grade: C
AYP: No
% Meeting High Standards in Reading: 63%
% Meeting High Standards in Math: 62%
Learning Gains in Reading: 62%
Learning Gains in Math: 47%
Lowest 25% Making Learning Gains in Reading: 59%
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Learning Gains in Reading: 57%
Learning Gains in Math: 65%
Lowest 25% Making Learning Gains in Reading: 58%
Lowest 25% Making Learning Gains in Math: 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	Memorial Elementary utilizes the Human Resources Recruitment and Professional Development (HRRPD) department at the district office. This department posts all vacancies on the website, as well as attending college/university recruitment fairs throughout the state. The Teach-In Florida.com and Teacher-to-Teacher.com websites are also used to locate potential applicants who will meet the criteria to be highly qualified. An interview team consisting of the administration, literacy/curriculum resource teacher, grade level appropriate teacher leader and other staff members, as needed, interviews each applicant who meets the criteria to be interviewed and considered for the vacancy. References are checked via the telephone. The HRRPD department performs the critical duty of screening interested applicants for verification of professional preparation and certification. This department is crucial to hiring highly qualified teachers. New teachers are assigned grade level/job-alike mentors to assist and support the transition to Memorial Elementary. Under the guidance and direction of the Curriculum Leadership team member, each grade level/department meets weekly to plan together, share successes, and problem solve. In addition to the support provided by the Team Leader and administration, teachers who are new to District are assigned a Peer Evaluator. Using Charlotte Danielson's Frameworks for Teaching model, teachers are trained on the content of the 4 Domains, the Rubrics and the Evidence to be observed. Peer Evaluators also serve to coach new teachers on areas of need.	Administration	June, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are 0 teachers teaching out-of-field who received less than an effective rating.	Ongoing professional development is provided in the Charlotte Danielson 22 Components of Effective Teaching. Guidance and support is given to all teachers in the areas of student engagement and rigor and relevance.

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
44	22.7%(10)	0.0%(0)	31.8%(14)	50.0%(22)	54.5%(24)	0.0%(0)	13.6%(6)	9.1%(4)	77.3%(34)

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
Demeri, Shirley	Patterson, Natania	Mrs. Demeri holds a Masters in Elementary Education, she is a literacy/curriculum resource teacher, she is reading endorsed and she possesses many of the skills and aptitudes to provide coaching for a beginning teacher.	The Professional Educator Competency Program (PEC) will provide the structure/framework for each mentor/mentee to follow. In addition to the requirements of the program, the mentor/mentee will particpate in grade level planning sessions and other activities. The mentor will coach the mentee on preparation for the quarterly Progress Monitoring Meetings that are held with the administration, guidance and literacy/curriculum resource teacher.
Hood, Sally	Bennett, Katherine	Mrs. Hood is a grade chair and possesses many of the skills and aptitudes to provide coaching for a beginning	
Jackson, Kayla	Brock, Angela		

		teacher. Mrs. Jackson is a grade chair and possesses many of the skills and aptitudes to provide coaching for a beginning teacher.	
Crandall, Debra	Zirulnik, Zackary	Mr. Zirulnik is a Certified Teaching Assistant in Mrs. Crandall's 2nd grade classroom.	The Professional Educator Competency Program (PEC) will provide the structure/framework for each mentor/mentee to follow. In addition to the requirements of the program, the mentor/mentee will particpate in grade level planning sessions and other activities. The mentor will coach the mentee on preparation for the quarterly Progress Monitoring Meetings that are held with the administration, guidance and literacy/curriculum resource teacher.

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

Will provide funds to all district schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.

Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D

Provides services to children who are delinquent or neglected.

Title II

• Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Head Start

Voluntary Pre-Kindergarten (VPK) – These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicaped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RTI Team includes a core membership of teachers and professional staff with various roles and expertise to provide critical input to the process. The RTI Leadership team members are committed to the initiative. The members are: Ruby Handley, Principal, Carla Ball, Assistant Principal, Shirley Demeri, Literacy Coach, Rhonda Stuever, ESE teacher, Julie Lowe, classroom teacher, Heather Simmons, school psychologist, Katie Boyette, speech pathologist and Erin Welch, school counselor.

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

The RTI Team meets on a monthly basis and reviews student data at least four times per year. The RTI Leadership team also shares graphic visuals of student data with whole staff and individual teachers. The team also monitors and provides support to teachers making instructional changes in the classroom. Individual team members are also assigned to meet with grade levels twice a month. Through these small group meetings, the team also provides support through problem solving, resources, and mentoring. When necessary, the RTI Leadership team includes additional people who can provide important information related to the student being discussed.

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 members had input on all goals by serving on one of five school improvement committees: Parental Involvement, Technology, Reading, School Climate/Behavior, Writing, Science, and Mathematics. Each committee was

dedicated to specific goals and objectives of the school improvement plan.

In order to develop the School Improvement Plan, the RTI problem solving process was used. The first step in the process was problem identification. School wide data was used to determine areas of need. Next, a hypothesis was generated to determine why the problem was occurring. Finally, a plan was developed to aide in achievement of School Improvement goals.

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.

Student data will be summarized in a variety of ways. For progress monitoring meetings which will be conducted every nine weeks, we will use a Student Progress Monitoring form. This form will have student grades, assessments given during the nine week time period, as well as on and off grade level indicators.
In addition to the Student Progress Monitoring form, as students begin to receive tier 2 and tier 3 services AIMS Web and Easy CBM data management software will be used. These programs graph data and will provide a pictorial representation of student data and trends.

Describe the plan to train staff on MTSS.

Implementation of RTI is an on-going process. School staff members will receive an overview of RTI at the beginning of each school year. For the purpose of implementation and staff development, we will focus on tier two instruction and tier three intervention design. Training will consist of whole group staff training, then small group follow up by grade level. The RTI Leadership team will conduct the whole group training as a whole, and then work in pairs to provide follow up training and assistance.

Describe the plan to support MTSS.

The MTSS team will support staff members in a variety of ways. The team will provide updated training to returning staff as well as extensive training to new staff members. In addition to training, the team will make sure that classroom teachers and the intervention specialist have all the necessary materials to conduct tier 2 and tier 3 interventions. The RTI team will also provide classroom teachers with assistance in using the A3 program which is used to write progress monitoring plans.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of representatives from each grade level (K-5), the exceptional student education (ESE) department, the resource teachers (PE/Music/Computer/Media) and administration.

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

Meetings are held once a month. Administration circulates the agenda prior to the meeting. Members are encouraged to submit items that need to be addressed. Issues and concerns are discussed and possible solutions are developed. Ideas to improve literacy instruction are further developed and action plans are implemented and monitored.

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

The major initiative of the LLT this year will be implement and monitor the 120 minute reading block. As a component of this implementation, the LLT will monitor the progress of students receiving Tier II interventions within the classroom. Through daily classroom walk-throughs, administration and the reading coach will monitor the delivery of those interventions to ensure fidelity.

Public School Choice

Supplemental Educational Services (SES) Notification

*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 (May), Memorial Elementary hosts a kindergarten "Round Up" where parents may register their incoming kindergartener. Several of the local daycares visit the school with their students who will be entering the Fall. Children from the daycare are given a tour of the classrooms and the cafeteria. A kindergarten teacher and an administrator attend a parent night at one of the local daycare centers to answer questions from parents and communicate some of the basic skills children will need to know when entering kindergarten and a brief summary of the skills to be learned.

Incoming kindergarteners attend an Orientation night prior to the first day of school. At this time, teachers provide information for parents regarding the logistics of being a student at "big school". Basic academic and social/emotional expectations are communicated. The cafeteria and computer lab are set up with tables to assist parents with transportation, register for daycare, complete applications for free/reduced lunch, complete and notarize Emergency Treatement forms, etc.

During the first weeks of school, each new kindergartner is assessed using the Florida Kindergarten Readiness Screener (FLKRS), FAIR, basal reading inventory tests, teacher observations are made, as well as other screening instruments. This information is shared with parents/families during a parent-teacher conference.

Instructional units used by kindergarten during the first weeks of school, "The Kissing Hand, Chicka Chicka Boom Boom, and The Gingerbread Man," provide students with opportunities to become familiar with the school setting.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percentage of students scoring a level 3 on the Spring 2013 FCAT Reading Assessment from 21% (57) to 31% (85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (57)	31% (85)

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	1A.1. Ineffective utilization/implementation of key components of the reading block.	1A.1. Monitor the planning and implementation of explicit instruction; Access the Atlas planning website	1A.1. Administration; Literacy/Curriculum Resource Teacher	1A.1. Review of key components for the reading block; Reading coach and administration will complete classroom walk throughs regularly; Comprehensive lesson plans; Implement our core curriculum and Common Core Standards with fidelity.	1A.1. Review of lesson plans by the assistant principal; Administration/reading coach will monitor the reading block quality and implementation
2	1A.2. Teacher lack of skills in data analysis to disaggregate the data to drive instruction	1A.2. Develop capacity for grade level teams to become effective data teams	1A.2. Administration; Literacy/Curriculum Resource Teacher; Curriculum Leadership Team	1A.2. Grade level teams will meet weekly to review assessments and determine areas of need	1A.2. Review of data during progress monitoring sessions.
3	1A.3. Small group center activities are low rigor	1A.3. Professional development in understanding and incorporating high rigor into small group activities (eg. center activities)	1A.3. Administration Literacy/Curriculum Resource Teacher	1A.3. Inservice on rigor in the classroom.	1A.3. Reading coach, administration and classroom teacher will monitor centers; Collaboration with Reading coach on rigorous centers

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:	Increase the percentage of students scoring a Level 4, 5, and 6 in reading on the Spring 2013 Florida Alternate Assessment from 36% (4) to 46% (6).

2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4)	46% (6)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the percentage of students scoring a level 4 or 5 on the Spring 2013 FCAT Reading Assessment from 24% (66)to 34% (93).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (66)	34% (93)

	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	2A.1. Ineffective utilization/implementation of key components of the reading block.	2A.1. Monitor the planning and implementation of explicit instruction; Access Atlas planning website	2A.1. Administration Literacy/Curriculum Resource Teacher	2A.1. Review of key components for the reading block; Reading coach and administration will complete classroom walk throughs regularly; Comprehensive lesson plans	2A.1. Review of lesson plans by the assistant principal; Administration/ reading coach will monitor the reading block quality and implementation
2	2A.2. Small group center activities are low rigor	2A.2. Professional development in understanding and incorporating high rigor into small group activities (eg. center activities)	2A.2. Administration; Literacy/Curriculum Resource Teacher	2A.2. Inservice on rigor in the classroom; Enrichment strategies will be shared	2A.2. Reading coach, administration and classroom teacher will monitor centers; Collaborate with Reading coach on rigorous centers
3					

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.	Increase the percentage of students scoring a Level 7 or higher in reading on the Spring 2013 Florida Alternate Assessment from 45% (5) to 55% (6).

	Reading Goal #2b:	
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	45% (5)	55% (6)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Increase the percentage of students making learning gains on the Spring 2013 FCAT Reading assessment from 61% (167) to 71% (194).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (167)	71% (194)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>3A.1.
Teacher lack of skills in data analysis to disaggregate the data to drive instruction</td>
<td>3A.1.
Develop capacity for grade level teams to become effective data teams</td>
<td>3A.1.
Administration; Literacy/Curriculum Resource Teacher; Curriculum Leadership Team</td>
<td>3A.1.
Monthly data meetings</td>
<td>3A.1.
Monitor data by utilizing data chats and updating at progress monitoring meetings</td>
</tr>
<tr>
<td>2</td>
<td>3A.2.
Inexperienced staff members</td>
<td>3A.2.
Provide professional development/guidance for new staff members; Access Atlas planning website</td>
<td>3A.2.
Administration; Literacy/Curriculum Resource Teacher; Curriculum Leadership Team</td>
<td>3A.2.
Encourage participation in professional learning groups and attend professional development within the district</td>
<td>3A.2.
Demonstrates reading competencies in their lessons</td>
</tr>
<tr>
<td>3</td>
<td>3A.3.
Percentage of students scoring a 1 or 2 on FCAT</td>
<td>3A.3.
Supplemental instruction and interventions will be implemented to meet the needs of students not making adequate progress with core materials or not meeting grade level expectations; Implemention of High Frequency Words for all students</td>
<td>3A.3.
Administration; Literacy/Curriculum Resource Teacher; Curriculum Leadership Team</td>
<td>3A.3.
Classroom teacher and intervention staff will meet monthly to look at the progress of students; The monitoring team will discuss the effectiveness of the strategies and interventions when meeting with the classroom teacher.</td>
<td>3A.3.
Core Curriculum Assessments; FAIR; A trend line of progress will be compared to the aim line; Monitor data from the SM5 program for progress and goals</td>
</tr>
</table>

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:	Increase the percentage of students making learning gains in reading on the Spring 2013 Florida Alternate Assessment from 80% (4) to 100% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4)	100% (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
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of students in the lowest 25 percent making learning gains on the Spring 2013 FCAT Reading Assessment from 67% (183) to 77% (210).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (183)	77% (210)

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	4A.1. Attendance; Low Parent participation; Availability of an adult or sibling to assist at home	4A.1. Teachers will pilot Leader in Me strategies; Parent Nights and sending home helpful ways to help your child	4A.1. Adminsitration; Book Study team; Parent Involvement team	4A.1. Higher percentage of parents attending parent nights; Parent inquiring about Leader in Me activities; Teacher implementing Leader in Me strategies in their classroom	4A.1 Parent Sign In sheets; Book Study attendance

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 # The percent of students scoring at a level 1 or 2 (52%) on the FCAT Reading Assessment will decrease by 50% by 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	33%	29%	25%	21%	

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:	Decrease the number of White students not meeting proficiency on the Spring 2013 FCAT from 41% (43) to 31% (32). Decrease the number of Black students not meeting proficiency on the Spring 2013 FCAT from 85% (58) to 75% (51). Decrease the number of Hispanic students not meeting proficiency on the Spring 2013 FCAT from 54% (40) to 44% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 41% (43) did not meet proficiency Black: 85% (58) did not meet proficiency Hispanic: 54% (40) did not meet proficiency	White: 69% (72)or more will meet proficiency Black: 25% (17) or more will meet proficiency Hispanic: 56% (41) or more will meet proficiency

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent involvement	Additional instructional time for low performing groups. Provide additional computer assisted instruction.	Classroom Teacher Intervention staff	Monitor student performance on core curriculum assessments and progress using the Successmaker Enterprise assessments	Core Curriculum Assessments Successmaker Enterprise assessments FAIR
2	Language barrier	Provide additional parent involvement nights to help parents learn how to help and support their child's education at home.	Classroom Teacher Support Staff Administration	Provide hands on workshops and encourage and monitor parent participation	Provide hands on workshops and encourage and monitor parent participation

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

5D. Students with Disabilities (SWD) not making

satisfactory progress in reading.

Reading Goal #5D:

NA

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Increase the number of Economically Disadvantaged students meeting Adequate Yearly Progress on the Spring 2012 FCAT from 62% (132) to 70% (155)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
62% (132)of economically disadvantaged students are meeting Annual Yearly Progress	70% (155)of economically disadvantaged students will meet Annual Yearly Progress

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Attendance</td>
<td>Provide additional parent involvement nights to help parents learn how to help and support their child's education at home.</td>
<td>Classroom Teacher; Support Staff; Administration</td>
<td>Provide hands on workshops and encourage and monitor parent participation</td>
<td>Agendas; Sign in sheets from parent meetings</td>
</tr>
<tr>
<td>2</td>
<td>Availability of an adult or sibling to assist at home.</td>
<td>Specific targeted interventions for students not responding to Core curriculum instruction</td>
<td>Classroom teacher; Intervention staff; Reading Coach</td>
<td>Classroom teacher and intervention staff will meet weekly to look at the progress of students;

The monitoring team will discuss the effectiveness of the strategies</td>
<td>District Created Grade Level Indicators; Core Curriculum Assessments; FAIR; Successmaker Enterprise assessments</td>
</tr>
<tr>
<td>3</td>
<td>Health and nutritional issues</td>
<td>Continue to provide breakfast in the classroom and address health and nutritional issues within the classroom with the help of health care professionals</td>
<td>Classroom teacher; Lunch room manager; Health care technician and/or school nurse</td>
<td>Teacher will make time for breakfast in the classroom daily; Teacher will provide instruction on good health and nutrition; Teacher will monitor nutritional and health issues and contact parents or health personnel as needed</td>
<td>Breakfast in the classroom check sheet; Health lesson plans</td>
</tr>
</table>

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
Administrationand use of the data for FAIR	K-5/reading	Shirley Demeri, Reading Coach	School-wide	August-September	Progress Monitoring meetings. Classroom observations of reading interventions.	Administration Reading Coach Peer Teachers Peer Evaluators
Staff members are participating in a book study of The Leader in Me by Stephen R. Covey.	K-5/all subjects	Kayla Jackson & Courtney Floyd	School-wide	September-November Every other week	Teachers are implementing the 7 Habits in their classrooms. Students are keeping data binders and tracking their growth.	Administration Reading Coach Guidance
Common Core State Standards	K-5/reading	Administration Reading Coach	School-wide	August-June Early Release days	Monitoring of lesson plans and curriculum maps; Classroom observations of instructional strategies and content	Administration Reading Coach Peer Teachers Peer Evaluators

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase the percent of students scoring at a Proficient level to 87%.			
2012 Current Percent of Students Proficient in listening/speaking:				
79%				
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	Very often, ELL students have home where only the 2nd language is spoken.	Provide enriching activities to fill the vocabulary and prior experience gap.	ELL staff Administration Classroom Teachers Reading Coach	Increase in the proficiency level on the CELLA in the area of Listening and Speaking.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:	Increase the percent of ELL students scoring proficient on the reading portion of the CELLA to 65%.			
2012 Current Percent of Students Proficient in reading:				
56%				
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	ELL students are deficient in background experiences and vocabulary to help them comprehend what they read.	Provide direct instruction in vocabulary and provide experiences to enhance background knowledge.	ELL Staff Classroom Teachers Administration Reading Coach	The percent of students scoring proficient on the reading section of CELLA will increase.	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase the percent of students scoring Proficient on the Writing portion of the CELLA to 55%.
2012 Current Percent of Students Proficient in writing:	
47%	
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	Most of our ELL population is Hispanic; The structure of the written Spanish language is very different from English.	Provide multiple opportunities for ELL students to write in all content areas.	ELL Staff Classroom Teachers Administration Reading Coach	The percent of students scoring Proficient in Writing on the CELLA will increase.	CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase the percentage of students in grades 3-5 scoring a level 3 on the Spring 2012 FCAT Math Assessment from 34% (92) to 39% (104).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (92) scored a level 3 in reading	39% (104) will score a level 3 or higher

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	1A.1. Fidelity of implementation of SM5	1A.1. Analyzing and using data results for informed instruction.	1A.1. Administration; Classroom Teacher; Curriculum Leadership Team	1A.1. Student improvement on SM5 reports.	1A.1. SM5 Reports
2	1A.2. Fidelity of implementation of Kathy Robinson Math Centers.	1A.2. Designated 30 minute center time.	1A.2. Administration; Classroom Teacher; Curriculum Leadership Team	1A.2. Monitoring of student results on Kathy Robinson Strand Attack Assessments; Lesson Plan Review; Observations/Walk-Throughs	1A.2. Kathy Robinson Strand Attack Assessments
3	1A.3. Inconsistent implementation of incorporating math literacy instructional strategies into the math block.	1A.3. Professional development in building a bridge between reading and math literacy.	1A.3. Administration; Classroom Teacher; Reading Coach	1A.3. Observation / Walk-Throughs	1A.3. Walk-Through Documentation

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:	Increase the percentage of students scoring a Level 4, 5, and 6 in math on the Spring 2013 Florida Alternate Assessment from 36% (4) to 46% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4)	46% (6)

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:	Increase the percentage of students achieving above proficiency on the Spring 2012 FCAT Math Assessment from 31% (85) to 36% (96).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (85)	36% (96)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited prior knowledge in math series (Math Connect-MacMillian-McGraw Hill)	• Provide a minimum 90 minute math block using Math Connects as Core Math Program. • Analyze student data to provide remediation, reteaching and enrichment strategies. • Use Math Connects on-line and FCAT Explorer in conjunction with SmartBoards to provide interactive math instruction. • Kathy Robinson Write Math Centers (3-5) & Math Centers (K-2) for additional math practice	Administration; Curriculum Leadership Team; Classroom Teachers	Master Schedule; Lesson Plan Review; Data analysis process; Classroom Observations/Walk-Throughs; Progress Monitoring Meetings	Kathy Robinson Strand Attack scores; Performance Matters Math Assessments; Math Connects Chapter Tests; Observation; FCAT Explorer Reports
2	Daily practice of a variety of math skills and remediation of needed strands.	• Use Success Maker Enterprise integrated learning system to provide targeted individualized math instruction. • Instruction in and implementation of Kathy Robinson Just Write Math Centers.	Curriculum Leadership Team; Administration	Periodic analysis of SuccessMaker Reports	SuccessMaker Reports; Observation
3	Understanding of Math vocabulary.	• Provide vocabulary instruction to deepen knowledge of math terms. • Periodic quizzes of vocabulary terms. • Math Journals and/or Math vocabulary displays. • Share vocabulary words with Music and Physical Education teachers for them to incorporate into instruction.	Curriculum Leadership Team; Administration	Lesson Plan Review; Observations/Walk-Throughs	Math Quizzes; Student Journal Responses; Observation

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:	Increase the percentage of students scoring a Level 7 or above in math on the Spring 2013 Florida Alternate Assessment from 36% (4) to 46% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4)	46% (6)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Increase the percentage of students making learning gains on the Spring 2012 FCAT Math Assessment from 61% (99) to 66% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (99)	66% (112)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>3A.1.
Lack of rigorous tasks.</td><td>3A.1
Professional development in understanding and incorporating rigor into lessons.</td><td>3A.1.
Administration; Curriculum Leadership Team; Classroom Teachers</td><td>3A.1.
Lesson Plan Review, Classroom Observations/Walk-Throughs; Progress Monitoring Meetings</td><td>3A.1.
Walk-Through Documentation</td></tr>
<tr><td>2</td><td>3A.2.
Fidelity of implementation of math centers.</td><td>3A.2
Designated 30 minute center time</td><td>3A.2.
Administration; Classroom Teacher</td><td>3A.2.
Monitoring of student results on Kathy Robinson Strand Attack Assessments</td><td>3A.2.
Kathy Robinson Strand Attack Assessments</td></tr>
<tr><td>3</td><td>3A.3.
Inconsistent implementation of incorporating math literacy instructional strategies into the math block.</td><td>3A.3.
Professional development in building a bridge between reading and math literacy.</td><td>3A.3.
Administration; Classroom Teacher; Reading Coach</td><td>3A.3.
Lesson Plan Review; Observations/Walk-Throughs</td><td>3A.3.
Walk-Through Documentation</td></tr>
</table>

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:	80% or more of students taking the Spring 2013 Alternate Assessment will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	80% (7)

Problem-Solving Process to Increase Student Achievement

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percentage of students in the lowest 25% making learning gains on the Spring 2013 FCAT Math Assessment from 40% (109) to 50% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (109)	50% (137)

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	4A.1. Lack of rigorous tasks.	4A.1 Professional development in understanding and incorporating rigor into lessons.	4A.1. Administration; Classroom Teacher; Curriculum Leadership Team	4A.1. Observation / Walk-Throughs; Lesson Plan Reviews; Progress Monitoring Meetings	4A.1. Walk-Through Documentation
2	4A.2. Fidelity of implementation of math centers.	4A.2 Designated 30 minute center time.	4A.2. Administration; Classroom Teacher	4A.2. Monitoring of student results on Kathy Robinson Strand Attack Assessments.	4A.2. Kathy Robinson Strand Attack Assessments
3	4A.3. Inconsistent implementation of incorporating math literacy instructional strategies into the math block.	4A.3. Professional development in building a bridge between reading and math literacy.	4A.3. Administration; Classroom Teacher; Reading Coach	4A.3. Lesson Plan Review; Observations/Walk-Throughs	4A.3. Walk-Through Documentation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	The percent of students scoring at a level 1 or 2 (32%) on the FCAT Math Assessment will decrease by 50% by 2016-2017.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	32%	28%	24%	20%	

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:	Decrease the number of White students not meeting proficiency on the Spring 2013 FCAT from 45% (47) to 35% (37). Decrease the number of Black students not meeting proficiency on the Spring 2013 FCAT from 80% (54) to 70% (48). Decrease the number of Hispanic students not meeting proficiency on the Spring 2013 FCAT from 60% (44) to 50% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 45% (47) did not meet proficiency Black: 80% (54) did not meet proficiency Hispanic: 60% (44) did not meet proficiency	White: 65% (68)or more will meet proficiency Black: 30% (20) or more will meet proficiency Hispanic: 50% (37) or more will meet proficiency

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited prior knowledge of material in new math series. (Math Connects – McMillan-McGraw Hill	• Provide a minimum 90 minute math block using Math Connects as Core Math Program. • Analyze student data to provide remediation, reteaching and enrichment strategies. • Use Math Connects on-line and FCAT Explorer in conjunction with SmartBoards to provide interactive math instruction.	Administration ; Curriculum Leadership Team; Classroom Teachers	Master Schedule; Lesson Plan Reviews; Data analysis process; Classroom Observations/Walk-Throughs; Progress Monitoring Meetings	Kathy Robinson Strand Attack scores; Performance Matters Math Assessments; Math Connects Chapter Tests; Observation; FCAT Explorer Reports
2	Daily practice of a variety of math skills and remediation of needed strands.	• Use Success Maker Enterprise integrated learning system to provide targeted individualized math instruction. • Instruction in and implementation of Kathy Robinson Just Write Math Centers.	Curriculum Leadership Team; Administration	Periodic analysis of SuccessMaker Reports	SuccessMaker Reports; Observation
3	Understanding of Math vocabulary.	•Provide vocabulary instruction to deepen knowledge of math terms. • Periodic quizzes of vocabulary terms. • Math Journals and/or Math vocabulary displays.	Curriculum Leadership Team; Administration	Lesson Plan Review; Observations/Walk-Throughs	Math Quizzes; Student Journal Responses; Observation

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

5C. English Language Learners (ELL) not making

satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Increase the percentage of Economically Disadvantaged students making learning gains on the Spring 2012 FCAT Math Assessment from 63% (146) to 68% (150).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (146)	68% (150)

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

#					
1	Limited prior knowledge of material in new math series. (Math Connects – McMillan-McGraw Hill	• Provide a minimum 90 minute math block using Math Connects as Core Math Program. • Analyze student data to provide remediation, reteaching and enrichment strategies. • Use Math Connects on-line and FCAT Explorer in conjunction with SmartBoards to provide interactive math instruction.	Administration; Curriculum Leadership Team; Classroom Teachers	Master Schedule; Lesson Plan Review; Data analysis process; Classroom Observations/Walk-Throughs; Progress Monitoring Meetings	Kathy Robinson Strand Attack scores; Performance Matters Math Assessments; Math Connects Chapter Tests; Observation; FCAT Explorer Reports
2	Daily practice of a variety of math skills and remediation of needed strands.	• Use Success Maker Enterprise integrated learning system to provide targeted individualized math instruction. • Instruction in and implementation of Kathy Robinson Just Write Math Centers.	Curriculum Leadership Team; Administration	Periodic analysis of SuccessMaker Reports	SuccessMaker Reports
3	Understanding of Math vocabulary.	• Provide vocabulary instruction to deepen knowledge of math terms. • Periodic quizzes of vocabulary terms. • Math Journals and/or Math vocabulary displays.	Curriculum Leadership Team; Administration	Lesson Plan Review; Observations/Walk-Throughs	Progress Monitoring Activities

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 implementation	K-5/math	Administration Guidance Resource Teacher District Math Resource Teacher	School-wide math	August-June Early Release days Professional Development days	Classroom observations Monitoring of Lesson Plans	Administration Peer Teachers Peer Evaluators
Kathy Robinson WriteMath Centers Increase the rigor of math instructional strategies	K-5/math	Kathy Robinson Administration	3rd, 4th, 5th grade ESE resource teacher	October Professional Development Day	Classroom observations Monitoring of Lesson Plans	Administration

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the percentage of 5th grade students achieving proficiency on the Spring 2011 FCAT Science Assessment from 26% ( ) to 36% ( ).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% ( )	36% ( )

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	1A.1. Fidelity of implementation of SM5	1A.1. Analyzing and using data results for informed instruction.	1A.1. Administration; Classroom teacher; CLT	1A.1. Student improvement on SM5 reports	1A.1. SM5 Reports
2	1A.2. Inconsistent implementation of incorporating science experiments and hands on activities.	1A.2. Science lab Classroom investigations	1A.2. Administration; Classroom teacher; Resource teacher	1A.2. Observation/Walk-throughs	1A.2. Walk-through Documentation; Lesson Plans
3	1A.3. Lack of student background knowledge and working vocabulary in science.	1A.3. Science lab; Classroom games; Morning news-science word of the day.	1A.3. Administration Classroom teacher Resource teacher Studio personnel	1A.3. Observation/Walk-throughs	1A.3. Walk-through Documentation; Lesson Plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	

Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Increase the percentage of 5th grade students achieving above proficiency on the Spring 2013 FCAT Science Assessment from 7% (6) to 17% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	17% (14)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2A.1.
Fidelity of implementation of SM5</td><td>2A.1.
Analyzing and using data results for informed instruction.</td><td>2A.1.
Administration;
Classroom teacher;
Curriculum Leadership Team</td><td>2A.1.
Student improvement on SM5 reports</td><td>2A.1.
SM5 Reports</td></tr>
<tr><td>2</td><td>2A.2.
Inconsistent implementation of incorporating science experiments and hands on activities.</td><td>2A.2.
Science lab;
Classroom investigations</td><td>2A.2.
Administration;
Classroom teacher;
Resource teacher</td><td>2A.2.
Observation/Walk-throughs</td><td>2A.2.
Walk-through Documentation;
Lesson Plans</td></tr>
<tr><td>3</td><td>2A.3.
Lack of student background knowledge and working vocabulary in science.</td><td>2A.3.
Science lab;
Classroom games;
Morning news-science word of the day.</td><td>2A.3.
Administration
Classroom teacher
Resource teacher
Studio personnel</td><td>2A.3.
Observation/Walk-throughs</td><td>2A.3.
Walk-through documentation</td></tr>
</table>

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

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing hands-on experiences to teach Science concepts	K-5/science	Administration	K-5 teachers	Monthly faculty meetings	Classroom Walk-Throughs Lesson Plan Review	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% (78) or more 4th graders will achieve a 3.0 or higher on the Spring 2013 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (76)	90% (78)

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	1A.1. Attendance	1A.1. Parent contact will be made for students with frequent absences. Discussion of importance of attendance & support for situations out of family control.	1A.1 Classroom Teacher; Administration	1A.1. Review of attendance records.	1A.1. Attendance records and or SARC committee
2	1A.2. Parental Support at Home	1A.2. Share ideas and strategies for successful writers with families at curriculum night. 1A.2. Kathy Robinson writing homework with teacher feedback.	1A.2. Classroom Teacher; Administration	1A.2. Comparison of writing samples throughout the year	1A.2. Scored writing samples to determine effectiveness
3	1A.3. Lack of pre-requisite skills	1A.3. Provide a minimum 60 minute writing block in 4th grade. 1A.3. Provide a minimum 45 minute writing block K-3.	1A.3. Administration; Classroom Teacher	1A.3. Student writing samples will be reviewed and scored by the teacher and other grade level team members.	1A.3. Scored writing samples; Florida Writes results

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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 for creating effective writers	K-5 Writing	School-Wide	School-Wide, Writing	September 2012; October 2012; November 2012	Lesson Plan Review; Classroom Walk Through; Curriculum Leadership Meetings	Administration; Classroom Teachers; Curriculum Leadership Team
Collaboration with team members	K-5 Writing	School-Wide	School-Wide, Writing	Weekly/Bi-Weekly Grade Level Meetings	Grade Level Minutes	Administration, Grade Level Team Members
Kathy Robinson Writing Training	K-5 Writing	Kathy Robinson	3rd & 4th grade teachers	October 2012; November 2012	Classroom observation; Lesson Plan Review	Administration Literacy Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase the attendance rate by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.1% (545)	97% (540)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33% (195)	16% (90)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
28% (161)	20% (111)

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	When students miss the bus in the morning, they incur an absence instead of a tardy.	• Strategic scheduling to encourage students to be on time for the bus • Regularly schedule School Attendance Review Committee meetings to monitor absences and tardies • Contact with parent and students (as appropriate) to encourage the development of procedures for being on time	Administration; Data Operator; Classroom Teacher; School Attendance Review Committtee	Analysis of attendance data	Attendance reports
2	Early arrival/unloading of buses, necessitates an early tardy bell (7:30)	• Strategic scheduling to encourage students to be on time for the bus, thus on time for school • Regularly schedule School Attendance Review Committee meetings to monitor absences and tardies • Contact with parent and students (as appropriate) to encourage the development of procedures for being on time	Administration; Data Operator; Classroom Teacher; School Attendance Review Committee	Analysis of attendance data	Attendance reports

3	The total number of absences and tardies (excused and unexcused) accumulates.	Monitor the total number of absences and tardies more closely.	Administration; Data Operator; Classroom Teacher; School Attendance Review Committee	Analysis of Attendance data	Attendance reports
4	Reduction of student services personnel.	School level personnel will assume more of the School Attendance Review Committee's role. Attendance data will be reviewed at faculty meetings and Curriculum Leadership meetings	Administration; Data Operator; Teacher	Analysis of Attendance data	Attendance Reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the percent of students who are assigned OSS
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
153	125
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
60	50
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
30	25
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	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	Some student behaviors are more intense and do not respond to traditional behavior management systems	Continue to implement the Response to Intervention process	Administration; Guidance Counselor; Classroom Teacher; Data Operator	Monitoring of RtI process	Discipline Data
2	Consistent Implementation of the Positive Behavior Support Program	• Regular updates for PBS during faculty meetings • Utilization of PBS strategies with staff members to encourage positive environment	Administration; Guidance Counselor; Classroom	PBS School Store Usage	Number of Star Tickets distributed and spent in school store
3	Many students do not receive enough positive reinforcement for good choices	Continue to implement the Positive Behavior Support (PBS)System	PBS committee Administration	Comparison of students who receive multiple referrals from one year to the next	Discipline data from Genesis

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	90% of the student population will be represented at one parent involvement activity during the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95% (555)	90% (510)
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	Parent Work Schedules	• Continue parent conference nights, regular conferencing, Open House, Open meetings of SAC and PTO. • Continue All Pro Dads breakfast meeting • Parents will be provided web-sites to use at home to further • Provide an open line of communication with parents utilizing phone messages, flyers, newsletters, email, progress reports, homework folders, conferences and student agendas	Parent Involvement Committee; School Climate Committee; Administration	Data will be collected informally from parents and formally from the Climate Surveys distributed in the Spring	Parent Climate Survey
2	Language Barriers	• Materials will be sent home with students in their home language • Translators will be available at parent meetings/conferences • Connect Ed messages will be sent out in both English and Spanish informing parents of important school events • Provide an open line of communication with parents utilizing phone messages, flyers, newsletters, email, progress reports, homework folders, conferences and student agendas	Administration; Classroom Teachers; Parent Involvement Committee	Data will be collected informally from parents and formally from the Climate Surveys distributed in the Spring	Parent Climate Survey
3	Lack of Child Care	Child care will be provided at the school site so parents may attend parent meetings/conferences and PTO meetings	Administration; Parent Involvement Committee	Data will be collected informally from parents and formally from the Climate Surveys distributed in the Spring	Parent Climate Survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

1. STEM STEM Goal #1:	Increase the percent of students meeting proficiency in math and science on the 2013 FCAT Assessments.

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	Too much relaince on hands on manipulatives to solve math and science problems.	Incorporate concrete, abstract and representational methods when solving math and science problems.	Adminsitration; Classroom Teacher	Walk-Throughs	Walk-Through Documentation

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

◉ Priority	◉ Focus	◉ Prevent	◉ NA

Are you a reward school: ◉ Yes ◉ No

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

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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.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Highlands School District MEMORIAL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	68%	86%	28%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	61%			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?	53% (YES)	61% (YES)			114	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					488	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Highlands School District MEMORIAL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	69%	79%	30%	241	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	63%	61%			124	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?	55% (YES)	75% (YES)			130	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					495	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested