FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JAMES M. MARLOWE ELEMENTARY SCHOOL

District Name: Pasco

Principal: Hilda Martin

SAC Chair: Maureen McCall

Superintendent: Heather Fiorentino

Date of School Board Approval: October 16, 2012

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Hilda F. Martin	Masters in Bilingual Education and Second Language Acquisition, Certificate in Educational Leadership Elementary Education, ESOL, Educational Leadership, School Principal, Spanish	1	2	2011-12- Chasco Elementary School Grade C, AYP- No 2010-11- Chasco Elementary School Grade B, AYP- No
Assis Principal	Stacey Yeretzian	Master's Degree/Certification in Elementary Education, SLD K-12, and Ed. Leadership	2	5	2011-12- Marlowe Elementary School Grade C, AYP- No 2010-11- Marlowe Elementary School Grade D, AYP- No 2009-10- Trinity Elementary School Grade A, AYP- Yes 2008-09- Trinity Elementary School Grade A, AYP- Yes

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/ Literacy	Maureen McCall	Master's Degree/ Reading, Elementary Education	8	16	2011-2012: "C", AYP-no 2010-2011: "D", AYP-no 2009-2010: "B", AYP-no 2008-2009: "C", AYP-no
Math	Linda Blake	Master's Degree/ Math, Art, Ed. Leadership, Social Science, Elementary Education	3	5	2011-2012: "C", AYP-no 2010-2011: "D", AYP-no 2009-2010: "B", AYP-no 2008-2009: "C", AYP-no
Content	Robin Fish	Master's Degree/Educational Leadership/Music Education K-12, Basic K-6, Ed. Leadership	1	5	2011-2012: "C", AYP-no 2010-2011: "B", AYP-no 2009-2010: "C", AYP-no 2008-2009: "B", AYP-no 2007-2008: "B", AYP-no

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	James M. Marlowe Elementary recruits and retains highly effective teachers that support the instructional practices that are referenced in the Art and Science of Teaching by Robert Marzano. Professional Learning Communities support collaborative planning, data-driven decision making and MTSS Problem Solving Model.	Hilda Martin Stacey Yeretzian	June 2013	
2	Instructional Coaches support instructional staff in facilitating collaborative planning, MTSS problem solving model and implementation of instructional practices and routines that support the Art and Science of Teaching/Pasco County Teacher Evaluation Tool.	Robin Fish Linda Blake Maureen McCall	June 2013	
3	New Teachers will be assigned and supported by a District Approved Mentor.	Hilda Martin Stacey Yeretzian	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
	Teachers will participate in weekly grade level collaborative planning sessions where instructional practices, driven by standards, data, and student progression are developed.
100%(43) Highly Qualified 1%(1) Out of Field for Gifted Endorsement	Instructional Coaches will provide Professional

	Learning Communities and support all staff members in school-wide initiatives. A mentor/mentee program will be established.

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
43	9.3%(4)	20.9%(9)	41.9%(18)	27.9%(12)	41.9%(18)	0.0%(0)	14.0%(6)	4.7%(2)	81.4%(35)

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
Eltonia Hero	Roxanne Sapp	Same Teaching Grade Level	Collaborative Planning, New Teacher Meetings, District and School Procedures and Policies, Standards Driven Instruction
Kendra Magavero	Lisa Logan Romano	Same Teaching Grade Level	Collaborative Planning, New Teacher Meetings, District and School Procedures and Policies, Standards Driven Instruction
Debbie Moberley	Theresa Torres	Same Teaching Grade Level	Collaborative Planning, New Teacher Meetings, District and School Procedures and Policies, Standards Driven Instruction
Sarah Peterson	Amy McCartney	Same Teaching Grade Level	Collaborative Planning, New Teacher Meetings, District and School Procedures and Policies, Standards Driven Instruction

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school. Extended Day funds will be used to provide after school tutoring. Title I funds will be coordinated with Title III funds to support after-school tutoring for students in Grades 4 and 5 who received a Level 1 or 2 on the 2012 Reading FCAT. Title I funds will be coordinated with SAI funds to provide summer school for Level 1 third grade readers.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school. Title II funds will be used in conjunction with IDEA funding to train teachers in the Response to Intervention (RTI) strategies that are proven to work with students with disabilities and students with behavior problems.

Title III

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering IMAGINE software to support English proficiency standards.

Title X- Homeless

Title X funds will be used to provide classroom supplies and transportation for eligible students to assist in continuity and academic success.

Supplemental Academic Instruction (SAI)

SAI funds will provide summer school for Level 1 third grade readers.

Violence Prevention Programs

Title I funds will be used to hire a Student Support Assistance teacher to oversee the implementation of the Second Step Curriculum and work with at-risk students.

Nutrition Programs

Breakfast is provided free to all students through our district's Food and Nutrition Provisional program based on Free & Reduced status.

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.

Marlowe Elementary's school based MTSS Team Members include: Principal, Assistant Principal, four Title I intervention teachers, two Basic Education teachers, two Special Education teachers, one Dropout Prevention teacher, Literacy Coach, Math Resource Teacher, Content Resource Teacher, and Guidance Counselor. They serve as the core members involved in planning and implementing activities of MTSS.

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 MTSS Leadership Team meets monthly to discuss concerns and interventions to lead students to success. The RtI team problem-solves and reviews practices to assess and assist with building school capacity for MTSS. Follow up regarding interventions occurs approximately bi-monthly during TBITs (den meetings) and SBITs. If an intervention is successful, the intervention continues; if not, the intervention is changed or adjusted to better meet the needs of the individual students. The MTSS Team also provides technical and professional development to staff in support of MTSS.

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?

Involvement may include:
• Analysis of Student Trend Data (What's the Problem?)
• Analysis of School Profile and Demographic Data
• Objectives and Goal Setting (Planning)
• Action Steps (Implementation of Interventions)
• Evaluation of Action Steps (RtI)
• Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
• Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
• Analysis of schoolwide and grade-level data in order to identify student achievement trends.
• Analysis of disaggregated data in order to identify trends and groups in need of intervention.
• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
• Development of data review plans, supports, and calendars.
• Development of processes to ensure intervention fidelity.

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.

Multiple data systems will be used to ensure fidelity to Tier I and determine effectiveness of Tiers II and III. These may include: lesson plans, notes from meetings, discipline data, assessment data and reports from Pasco Star/PMRN/FAIR/CORE K-12, progress monitoring tools, data review meetings, classroom visitations and observations, and walkthrough data.

Describe the plan to train staff on MTSS.

Ongoing professional development training that will focus on the following:

*Description of data collection processes to assess current staff skills.
*Content of professional development days based on the state's model.
*Resources to provide technical assistance and follow up support.
*Plan for data collection to evaluate MTSS implementation levels.
*Ensure plan includes action steps for the development of MTSS infrastructure components.

Describe the plan to support MTSS.

Support of the MTSS model will be through monthly meetings where review of infrastructures put in place are analyzed, reviewed, and implemented. This year, Marlowe will channel its focus in meeting the needs of Tier II
and III students through an intensive intervention time, while ensuring the fidelity of Tier I instruction.

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 lead teachers, curriculum coaches, and administration. The Lead Literacy Team coaches staff members in developing best practices in correlation to Marzano's "Art and Science of Teaching" and the Common Core Standards.

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

This team facilitates and coaches specific needs of our staff members in developing best practices in conjunction with meeting fidelity standards in literacy.

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

This year, our Lead Literacy Team will coach staff members in developing effective grade level collaborative planning that unpacks the standards to develop standards driven instructional practices based upon data. Independent reading based upon text complexity will also be an initiative.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/7/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

At James M. Marlowe Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include Marlowe's Literacy Assessment, FAIR, and ECHOS.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 3 as measured by the Reading 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(66)	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	Lack of knowledge and experience in common planning and data driven decision making.	While using data, teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading. Reading Goal #2a:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 4 or 5 as measured by the Reading 2013 FCAT.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	20%(54)	30%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	While using data, teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12.
2	Time to plan for extension and refinement activities for independent reading.	Provide time for students to apply learned standards through self-selected independent reading that culminates into oral, written or project based reading responses.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 6% increase in the number of students achieving learning gains as measured by the Reading 2013 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(140)	80%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	While using data, teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12
2	Time to plan for extension and refinement activities for independent reading.	Provide time for students to apply learned standards through self-selected independent that culminates into oral, written or project based reading responses.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12.

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:	
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				

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 5% increase in the number of students in the lowest quartile making learning gains as measured by the Reading 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(151)	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	Lack of time to analyze and interpret data and problem solve for student intervention.	Teachers will plan in grade level teams to provide instruction during the intervention block that matches student needs with research based strategies.	Instructional Staff, Instructional Coaches and Administration	Bimonthly during grade level den meetings.	TBIT planning documents, Informal Walkthroughs, Student Work, FAIR, CORE K12 and student progress monitoring data from intervention groups.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A :	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 50% reduction in the reading achievement gap as measured by the Reading 2017 State			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	52%	57%	62%	67%	

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students in each subgroup achieving not demonstrating proficiency as measured by the Reading 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 50%(89) Hispanic 70%(44)	White 40% Hispanic 60%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	While using data, teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12
2	Lack of time to analyze and interpret data and problem solve for student intervention.	Teachers will plan in grade level teams to provide instruction during the intervention block that matches student needs with research based strategies.	Instructional Staff, Instructional Coaches and Administration	Bimonthly during grade level den meetings.	TBIT planning documents, Informal Walkthroughs, Student Work, FAIR, CORE K12 and student progress monitoring data from intervention

					groups.

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Reading 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(16)	90%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	While using data, teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12
2	Lack of time to analyze and interpret data and problem solve for student intervention.	Teachers will plan in grade level teams to provide instruction during the intervention block that matches student needs with research based strategies.	Instructional Staff, Instructional Coaches and Administration	Bimonthly during grade level den meetings. TBIT planning documents,	Informal Walkthroughs, Student Work, FAIR, CORE K12 and student progress monitoring data from intervention groups.
3	Students entering school with low levels of oral and speaking English proficiency.	Implementation and use of IMAGINE software program to build student oral and speaking English language proficiency.	ESOL Instructional Assistant, ESOL Resource Teacher, Literacy Coach and Adminstration	30 minutes daily during "Pack Time" intervention time.	Student Work, FAIR, CORE K12 and student progress monitoring data from intervention groups.

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Reading 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(13)	71%

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 knowledge and	While using data,	Instructional Staff,	Grade Levels will engage	Lesson Planning

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	experience in common planning and data driven decision making.	teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Coaches and Administration	in collaborative planning cycles weekly for 40 minutes.	Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12
2	Lack of time to analyze and interpret data and problem solve for student intervention.	Teachers will plan in grade level teams to provide instruction during the intervention block that matches student needs with research based strategies.	Instructional Staff, Instructional Coaches and Administration	Bimonthly during grade level den meetings.	TBIT planning documents, Informal Walkthroughs, Student Work, FAIR, CORE K12 and student progress monitoring data from intervention groups.
3	Time to plan for extension and refinement activities for independent reading	Provide time for students to apply learned standards through self-selected independent that culminates into oral, written or project based reading responses.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12.

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Reading 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(71)	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	Lack of knowledge and experience in common planning and data driven decision making.	While using data, teachers will identify and interpret essential reading standards to plan with the "end in mind"during collaborative planning.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12
2	Time to plan for extension and refinement activities for independent reading.	Provide time for students to apply learned standards through self-selected independent that culminates into oral, written or project based reading responses.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will engage in collaborative planning cycles weekly for 40 minutes.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, FAIR and CORE K12.
3	Lack of time to analyze and interpret data and problem solve for student intervention.	Teachers will plan in grade level teams to provide instruction during the intervention block that matches student needs with research based strategies.	Instructional Staff, Instructional Coaches and Administration	Bimonthly during grade level den meetings.	TBIT planning documents, Informal Walkthroughs, Student Work, FAIR, CORE K12 and student progress monitoring data from intervention groups.

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
Unlocking the Secrets	All Basic Teachers Grades K-5, Special Area Teachers, Instructional Coaches and ESE Teachers	D.O. Trainer	1 full day training provided for all instructional staff.	Anticipated completion date, January 2013	Walkthroughs, Grade Level Planning Evidence and Lesson Plans	Administration, Instructional Coaches
Common Core State Standards	All Basic Teachers Grades K-5, Instructional Coaches and ESE Teachers	Literacy Coach, Administration and Resource Teacher	PLC weekly meetings	Weekly PD meetings to be completed by May 2013	Walkthroughs, Grade Level Planning Evidence and Lesson Plans	Administration, Instructional Coaches
Effective Collaborative Planning and Problem Solving	All Basic Teachers Grades K-5, Special Area Teachers, Instructional Coaches and ESE Teachers	Administration, Instructional Coaches and Lead Teachers	Leadership Team and MTSS Team	Monthly Leadership and MTSS Team meetings Implementation during Grade Level Planning sessions and Den Meetings.	Grade Level Planning Evidence Lesson Plans and Den Meeting Action Plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Unlocking the Secrets Substitute Coverage for Training	Substitute Coverage for 35 staff members for 1 day.	School Based Title 1 Funds	$2,800.00
Three- 2 hour- Data Meetings to problem solve and plan for Tier 2 interventions	Substitute coverage for instructional staff- 6 days with 5 subs each.	School Based Title 1 Funds	$2,400.00
			Subtotal: $5,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
4 Basic Intervention Teachers	Reading Core Instruction and Intervention	School Based Title 1 Funds	$210,000.00
			Subtotal: $210,000.00
			Grand Total: $215,200.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the CELLA students scoring proficient as measured by the 2013 CELLA, Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:
30%(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	Many students have limited access to English Language models and resources in the home environment.	Imagine Learning software funded through Title III resources will be monitored and used to support ELL students.	Instructional Staff, Literacy Coach, ESOL Resource Teacher and ESOL Instructional Assistant	Teachers and ESOL Instructional Assistant will monitor and allow students to use the Imagine Software program in the computer lab and on team.	Student Imagine Learning Reports, Student Observations

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the CELLA students scoring proficient as measured by the 2013 CELLA, Reading.

2012 Current Percent of Students Proficient in reading:
21%(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	Many students have limited access to English Language models and resources in the home environment.	Imagine Learning software funded through Title III resources will be monitored and used to support ELL students.	Instructional Staff, Literacy Coach, ESOL Resource Teacher and ESOL Instructional Assistant	Teachers and ESOL Instructional Assistant will monitor and allow students to use the Imagine Software program in the computer lab and on team.	Student Imagine Learning Reports, Student Observations

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	By interpreting standards and using data to make instructional decisions during grade level collaborative

CELLA Goal #3:			planning, there will be a 10% increase in the CELLA students scoring proficient as measured by the 2013 CELLA, Writing.	

2012 Current Percent of Students Proficient in writing:
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	Many students have limited access to English Language models and resources in the home environment.	Imagine Learning software funded through Title III resources will be monitored and used to support ELL students.	Instructional Staff, Literacy Coach, ESOL Resource Teacher and ESOL Instructional Assistant	Teachers and ESOL Instructional Assistant will monitor and allow students to use the Imagine Software program in the computer lab and on team.	Student Imagine Learning Reports, Student Observations

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 3 as measured by the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(54)	30%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12
2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

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:	
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				

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 4 or 5 as measured by the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(37)	24

	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12
2	Math practice opportunities for higher performing students is often not challenging enough.	Teachers will provide students with word problems that progress in complexity and rigor.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

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

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

	Problem-Solving Process to Increase Student Achievement			

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12
2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

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:	

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				

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:	

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12
2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will support students with strategies in order to make word problems less abstract and will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 50% reduction in the achievement gap as measured by the Math 2013 FCAT.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34%(91)	38%	42%	46%	50%	

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12

2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(19)	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	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12
2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will support students with strategies in order to make word problems less abstract and will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(24)	67%

	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 knowledge and	By analyzing pre and post	Instructional Staff,	Grade Levels will meet	Lesson Planning

1	experience in common planning and data driven decision making.	data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Coaches and Administration	weekly for 40 minutes to collaboratively plan.	Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12
2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will support students with strategies in order to make word problems less abstract and will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% decrease in the number of students not achieving proficiency as measured by the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(143)	55%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and experience in common planning and data driven decision making.	By analyzing pre and post data, teachers will "unpack" the math standards and make data-driven instructional decisions that match their students' needs.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Math Pre/Post tests and CORE K12
2	Math content is often presented as new knowledge and not taken to deeper levels of application and mastery.	Teachers will support students with strategies in order to make word problems less abstract and will consistently use word problems as means for students to demonstrate mastery of the standards taught.	Instructional Staff, Instructional Coaches and Administration	Grade Levels will meet weekly for 40 minutes to collaboratively plan.	Lesson Planning Evidence, Informal Walkthroughs, Student Work, Pasco County Post Tests and Math CORE K12

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

Unlocking the Secrets	All Basic Teachers Grades K-5, Special Area Teachers, Instructional Coaches and ESE Teachers	D.O. Trainer	1 full day training provided for all instructional staff	Anticipated completion date, January 2013	Walkthroughs, Grade Level Planning Evidence and Lesson Plans	Administration, Instructional Coaches
Effective Collaborative Planning and Problem Solving	All Basic Teachers Grades K-5, Special Area Teachers, Instructional Coaches and ESE Teachers	Administration, Leadership Team and MTSS Team	Monthly Leadership and MTSS Team meetings	Implementation during monthly Grade Level Planning sessions and Den Meetings through May 2012	Grade Level Planning Evidence, Lesson Plans and Den Meeting Action Plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 3 as measured by the Science 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(21)	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
Lack of knowledge and	Teachers will use the	Instructional	Teachers will	Lesson Planning

1	experience in common planning and the District Lens resources.	District Lens resources to identify essential standards and maintain pacing in science instruction.	Staff, Instructional Coaches and Administration	collaborate weekly and use LENS resources during grade level planning.	Evidence, Informal Walkthroughs, Student Work and CORE K12
2	Science content is often introduced as "new knowledge and never extended to deeper levels of understanding.	Teachers will use interactive notebooks in order to incorporate higher levels of thinking and learning in Science.	Instructional Staff, Instructional Coaches and Administration	Teachers will use interactive student notebooks during Science Units of study.	Lesson Plans, Interactive Notebooks and CORE K12 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 Levels 4, 5, and 6 in science. Science 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				

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 4 or higher as measured by the Science 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	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 knowledge and experience in common planning and the District Lens resources.	Teachers will use the District Lens resources to identify essential standards and maintain pacing in science instruction.	Instructional Staff, Instructional Coaches and Administration	Teachers will collaborate weekly and use LENS resources during grade level planning.	Lesson Planning Evidence, Informal Walkthroughs, Student Work and CORE K12
2	Science content is often introduced as "new knowledge and never extended to deeper levels of	Teachers will use interactive notebooks in order to incorporate higher levels of thinking and learning in	Instructional Staff, Instructional Coaches and Administration	Teachers will collaborate weekly and use LENS resources during grade level planning.	Lesson Planning Evidence, Informal Walkthroughs, Student Work

understanding.	Science.			and CORE K12

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
LENS Resources, Interactive Student Notebooks and Research Based Practices in Science Instruction	Kindergarten through Grade 5	Robin Fish	All Instructional Staff who teach Science	August 2013	Lesson Plans, Student Work Evidence and Informal Walkthroughs	Administration and Resource Teacher

Science Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lens Resources, Interactive Notebooks and Implementation of Research Based Practices in Science Instruction	Ongoing Professional Development and Coaching provided by a Content Area Resource Teacher Purchase of Resource Teacher Allocation	Title 1 Budget	$60,000.00
			Subtotal: $60,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $60,000.00

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 3.0 or higher as measured by the Writing 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(54)	70

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge in the ELA Writing CCSS standards. Lack of understanding of the levels of writing that are demanded by the ELA CCSS.	Teachers will collaborate to understand the ELA CCSS standards and will use Writing Exemplars to score and analyze student work.	Instructional Staff, Instructional Coaches and Administration	Grade Levels teams will meet weekly to collaboratively plan and use writing exemplars for student analysis of work.	Lesson Planning Evidence, Informal Walkthroughs, Student Writing Samples
2	Lack of knowledge in the ELA Writing CCSS standards.	Teachers will incorporate "writing for thinking" opportunities in all content areas.	Instructional Staff, Instructional Coaches and Administration	Teachers will extend learning activities through "writing for thinking" responses.	Lesson Planning Evidence, Informal Walkthroughs, Student 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:	
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
Common Core State Standards	All Basic Teachers Grades K-5, Instructional Coaches and ESE Teachers	Literacy Coach and other Instructional Coaches	Weekly PD meetings to be completed by May 2013	Walkthroughs, Grade Level	Student work, informal walkthroughs, MMH Unit Writing Samples	Administration, Instructional Coaches

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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:	By June 2013, the attendance and tardy rate for the school will increase by 1% and the number of students with excessive tardies and absences will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%(487)	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
34%(178)	24%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
29%(151)	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	Students are not provided with positive reinforcement for attendance and on time arrival. Students have a lack of role models and support at home to encourage positive attendance and student arrival time routines.	Students will receive monthly school wide recognition for positive attendance and on-time arrival to school.	Data Entry, Social Worker, Administration	Student attendance reports will be monitored monthly and students and classes will be recognized for positive attendance trends and/or attendance and tardy improvements.	Attendance Data
2	Students have a lack of role models and support at home to encourage positive attendance and student arrival time routines. There is no school-wide Tier 1 support system to reinforce positive attendance patterns.	Classes who meet school established attendance goals will receive monthly recognition.	OUR Committee and Teachers	Classes will track class attendance on a a monthly chart. Classes that meet established school attendance goals will be recognized with a popcorn party.	Attendance Data, Popcorn celebration data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not Applicable						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student/Class monthly recognition incentives	Certificates, Treats and Small Prizes	Title 1 Funds	$800.00
			Subtotal: $800.00
			Grand Total: $800.00

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:	By June 2013, the number of students receiving an in-school or out of school suspension will decrease by 1% as measured by attendance records for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
5	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	7

	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	7	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
1	Students are not provided with direct instruction in behavioral expectations.	Students will receive instruction using the Second Stop program to increase awareness of appropriate behavior.	Administration, STAR (Drop Out Prevention) staff and Guidance Counselor	Weekly instruction in Guidance and Second Step curriculum.	Discipline Data
2	Students are not provided with positive reinforcement for appropriate behavior	School Wide Positive Behavior Support Program which includes "Howlers" and Positive Behavior Celebrations for STAR students.	Administration, STAR (Drop Out Prevention) staff and Guidance Counselor	"Howler" recognition program on weekly news show and monthly STAR Student celebrations.	Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support and STAR program purpose	K-5	Drop Out Prevention Teacher and Guidance Counselro	All instructional Staff and Students	August-May during weekly STAR classes	Monthly Discipline Data Reviews	Administration, Guidance Counselor and Drop Out Prevention Teacher

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly STAR and Guidance Lessons	Second Step Curriculum and Drop Out Prevention Teacher	Title 1 Budget	$45,000.00
			Subtotal: $45,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Weekly "Howler" recognition and monthly STAR Student celebrations	Certificates, incentive prizes and 5th grade High Rope field trip	Title 1 budget	$2,000.00
		Subtotal: $2,000.00	
		Grand Total: $47,000.00	

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.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

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

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

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

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

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:	By interpreting standards and using data to make instructional decisions during grade level collaborative planning, there will be a 10% increase in the number of students achieving a Level 3 or higher as measured by the Math and Science 2013 FCAT.

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 integration of science, technology, engineering, and Math.	Teachers implement the Problem Based Learning strategy to engage students in high order thinking and real-world problem solving that integrates science, technology, and math.	Instructional Coaches, Technology and Media Specialists, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines are developed that integrates science, technology, and math.	Grade Level Planning Evidence, Math/Science Data, Student Work and Informal Walkthroughs

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
Technology Integration	K-5	Technology Specialist	School-wide	August and ongoing	Walk-throughs, observations, students data analysis	Technology Specialist, Instructional Coaches, Administration

STEM Budget:

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

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

Technology

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

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

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

End of STEM Goal(s)

Additional Goal(s)

Grade Level Teams will meet weekly to interpret standards and use data to make instructional decisions. Goal:

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

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

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

Budget:

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

End of Grade Level Teams will meet weekly to interpret standards and use data to make instructional decisions. Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			$0.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	Weekly STAR and Guidance Lessons	Second Step Curriculum and Drop Out Prevention Teacher	Title 1 Budget	$45,000.00
STEM	N/A			$0.00
				Subtotal: $45,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			$0.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension				$0.00
STEM	N/A			$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Unlocking the Secrets Substitute Coverage for Training	Substitute Coverage for 35 staff members for 1 day.	School Based Title 1 Funds	$2,800.00
Reading	Three- 2 hour- Data Meetings to problem solve and plan for Tier 2 interventions	Substitute coverage for instructional staff- 6 days with 5 subs each.	School Based Title 1 Funds	$2,400.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	Lens Resources, Interactive Notebooks and Implementation of Research Based Practices in Science Instruction	Ongoing Professional Development and Coaching provided by a Content Area Resource Teacher Purchase of Resource Teacher Allocation	Title 1 Budget	$60,000.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension				$0.00
STEM				$0.00
				Subtotal: $65,200.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	4 Basic Intervention Teachers	Reading Core Instruction and Intervention	School Based Title 1 Funds	$210,000.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	N/A			$0.00

Attendance	Student/Class monthly recognition incentives	Certificates, Treats and Small Prizes	Title 1 Funds	$800.00
Suspension	Weekly "Howler" recognition and monthly STAR Student celebrations	Certificates, incentive prizes and 5th grade High Rope field trip	Title 1 budget	$2,000.00
STEM	N/A			$0.00
				Subtotal: $212,800.00
				Grand Total: $323,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

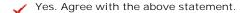|			
jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/20/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology and/or Attendance Support Programs	$2,000.00

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

SAC will review and discuss the following major initiatives:
1. School data based on: FCAT 2012 Reports and CORE K12 and FAIR Reports (Oct., Jan., May), Displine and Attendance Data
2. Parent Involvment Initiatives including: Revising Parent Involvement Brochure and Home/School Compact
3. Lottery Fund Distribution and Allocation
4. Technology Plan and Creating a 21st Century Learning Environment

AYP DATA

SCHOOL GRADE DATA

No Data Found

Pasco School District
JAMES M. MARLOWE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	56%	56%	42%	225	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%	43%			101	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)	57% (YES)			104	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					430	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Pasco School District
JAMES M. MARLOWE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	65%	67%	42%	245	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	62%	65%			127	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?	49% (NO)	76% (YES)			125	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					497	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested