

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: IDYLWILD ELEMENTARY SCHOOL

District Name: Alachua

Principal: Daniel Ferguson

SAC Chair: Kelly Kostamo

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 10/19/2012

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)
		BS in Business Administration from Florida A&M University, Masters in			2011-2012 Principal at Idylwild Elementary School Grade: B, Reading Mastery 52%, Math Mastery 49%, Science Mastery 45% Writing Mastery 81% 2010-2011 Assistant Principal at Oak View Middle School Grade: A, Reading mastery 69%, Math mastery 70%, Science mastery 51%, Writing Mastery 89%, AYP: 82% 2009-2010 Assistant Principal at Buchholz Grade: A, Reading mastery 67%, Math mastery 84%, Science mastery 57%, Writing mastery 93%. AYP: 77%, Black, economically disadvantaged, SWD did not make AYP in Reading or Math.

Principal	Daniel Ferguson	Exceptional Student Education and a Specialist Degree in Educational Leadership both from University of Florida	1	9	<p>2008-2009 Assistant Principal at Buchholz Grade: B, Reading mastery 67%, Math mastery 83%, Science mastery 57%, Writing mastery 91%. AYP: 72%, Black, economically disadvantaged, SWD did not make AYP in reading or math</p> <p>2007-2008 Assistant Principal at Buchholz Grade: A, Reading mastery 73%, Math mastery 85%, Science mastery 58%, Writing mastery 92%. AYP: 82%, Black, economically disadvantaged, SWD did not make AYP in Reading or Math</p> <p>2006-2007 Assistant Principal at Buchholz Grade A, Reading mastery 68%, Math mastery 82%, Science mastery 55%, and Writing mastery 96%. AYP: 90%, Black, economically disadvantaged, SWD did not make AYP in Reading, and only SWD did not meet AYP in Math.</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Liana Glanville	Ed. Leadership Elem. Ed 1-6 ESOL Endorsement Reading Endorsement Gifted Endorsement Early Childhood Education	4	4	Waldo D Metcalf F Shell F Idylwild B

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	College Campus Job Fair and Recruiting with District Personnel Team	Principal	May 2013	
2	New Teacher Orientation Prior to Pre-Planning with Administration and Veteran Mentor Staff Members	Principal	August 2012	
3	Partnering New Teachers with Veteran Staff Members	Principal	On Going 2012-2013 School Year	

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
No data submitted	

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
52	3.8%(2)	34.6%(18)	25.0%(13)	36.5%(19)	53.8%(28)	192.3%(100)	19.2%(10)	15.4%(8)	32.7%(17)

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
Jennifer Phillips Stella DaCruz Arduser	Brittany Jenneford	District Assigned	Monthly Cohort Meeting a school site; Curriculum Engagement strategies (CRISS, Kagan, Fisher/Fry, Marzano); Behavior Management Strategies; Technology Collaboration; Assist in Completion of Teacher Induction Program, Modeling
Jennifer Phillips Stella DaCruz Arduser	Dominique Edwards	District Assigned	Monthly Cohort Meeting a school site; Curriculum Engagement strategies (CRISS, Kagan, Fisher/Fry, Marzano); Behavior Management Strategies; Technology Collaboration; Assist in Completion of Teacher Induction Program, Modeling

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

Pullout tutorial, Para tutor/Engagement Para directly under supervision of teacher, professional development

Title I, Part C- Migrant

We use the tutors as a resource.

Title I, Part D

Drop Out Prevention

Title II

Reading coaches, mentor coaches, digital educators

Title III

ELL services, we provide dictionaries, translations?

Title X- Homeless

We have assisted in the following ways: uniforms when available, backpacks, school supplies, and more.

Supplemental Academic Instruction (SAI)

Training for 3rd grade teachers only.

Violence Prevention Programs

Violence Prevention programs – Step Violence Prevention, Steps to Respect, Win-Win Discipline, Too Good for Drugs & Violence, and Positive Behavior Support.

Nutrition Programs

Work with our Food Service department, PTA, Community, and Business Partners to provide education and goods to promote good nutrition. Fruits & Vegetables, Back pack for weekend, summer meal program.

Housing Programs

We work with the Gainesville Housing Authority to provide communication and participation in school activities/events.

Head Start

Transition to Kindergarten, Kindergarten Round-up, Newsletters, Head Start communication.

Adult Education

Refer to district and other resources as requested

Career and Technical Education

Career day

Job Training

Parent computer training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Guidance Counselor, BRT, CRT, and FCIMS facilitator

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?

Weekly meetings are held with teachers and leadership team to examine needs of the students. The district assigned staffing specialist, psychologist, and other staff attends and give input as needed and offer guidance in the process.

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 team monitors and assists with identification, documentation and provides support for the RtI process to ensure success for all learners as a part of the SIP.

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.

The data sources and management systems include all district and state assessment including but not limited to FAIR, FLKRS, FCAT, Benchmarks and On Track.

Describe the plan to train staff on MTSS.

Professional development workshops will be held periodically with entire staff, grade levels and individuals. Also, monthly analysis of data meetings will be held to make necessary adjustments to insure fidelity of the RTI process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

FCIM, CRT, BRT, Guidance Counselor, principal

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

Weekly meetings are held as a team to discuss needs and concerns. Meetings with the faculty and grade levels are held biweekly.

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

Building school culture, involving staff in a PLC to enhance teamwork techniques and strategies that will lead to academic success by students.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/11/2012)

*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.

Transition from Head Start to Kindergarten, Kindergarten Round up, Kindergarten Orientation

*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?

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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](#)

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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:	60% of students will increase achievement to a level above or at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 52% of students demonstrated mastery on 2012 FCAT Reading	60% of students will increase achievement to a level above or at 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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests OnTrack FCAT
2	Percent of students not mastering reading proficiency.	Provide intensive reading interventions for students not meeting grade level expectations. Students will also receive a 2nd dose of reading instruction.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests FCAT
3	Enrichment instructional time	Enrichment activities for students meeting benchmark requirements as suggested by the Florida Continuous Improvement Model (FCIM).	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests FCAT
4	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	FAIR reports, Teacher Assessments, Classroom Walk-throughs	FAIR Reading Unit Tests FCAT
5	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	FAIR FCAT Mini Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	100% (7) of students will increase achievement to a level above or at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 86% (6) of students demonstrated mastery on 2012 Florida Alternate Assessment Reading.			100% (7) of students will increase achievement to a level above or at 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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	Student Portfolio FAA
2	Percent of students not mastering reading proficiency.	Provide intensive reading interventions for students not meeting grade level expectations. Students will also receive a 2nd dose of reading instruction.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests FCAT

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:	35% of students will achieve above proficiency level in reading on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (72) students achieved above proficiency in FCAT Reading 2012.	35% of students will achieve above proficiency level in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests OnTrack FCAT
2	Enrichment Instructional Time	Implement high student engagement learning strategies using Criss, Kagan & Marzano strategies. All teachers will utilize leveled readers. Title 1 Para-Tutors	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests FCAT
3	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	FAIR reports, Teacher Assessments, Classroom Walk-throughs	FAIR Reading Unit Tests FCAT
4	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	FAIR FCAT Mini Assessments

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

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	61% of students will increase achievement to a level above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 60% (3) of students demonstrated above mastery on 2012 FAA Reading	61% of students will increase achievement to a level above proficiency on the 2012 FAA.

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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAA
2	Percent of students not mastering reading proficiency.	Provide intensive reading interventions for students not meeting grade level expectations. Students will also receive a 2nd dose of reading instruction.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests FCAT

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:	74% of students will make learning gains on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of students made learning gains on the 2012 Reading FCAT.	74% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated classrooms	Implement high student engagement learning strategies such as Criss, Kagan, and Marzano strategies. Title I Teacher Tutors Title I Paras 21ST Century Grant	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests FCAT

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	
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reading. Reading Goal #3b:	100% will make learning gains on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of students made learning gains on in reading on the 2012 FAA.	100% will make learning gains on the 2013 FAA.

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:	60% of the lowest 25% students will make learning gains on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of students in the Lowest 25% made learning gains on the 2012 Reading FCAT.	60% of the lowest 25% students will make learning gains.

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	Student engagement	Implement high student engagement learning strategies, such as CRISS, Kagan, and Marzano strategies.	Principal Leadership Team Classroom teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Test Reading Unit Tests FCAT

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 #					
	60% (258) of students will show achievement to a level above or at proficiency in reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	48%	54%	59%	64%	

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	
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satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 50% of African Americans will achieve mastery on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 60% (6) of African Americans did not achieved satisfactory progress on the 2012 Reading FCAT.	In grades 3-5, 50% of African Americans will achieve mastery in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	FAIR reports, Teacher Assessments, Classroom Walk-throughs	FAIR Reading Unit Tests FCAT
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	FAIR FCAT Mini Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	30% of ELL will not make satisfactory progress in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% of ELL did not make satisfactory progress in reading on the 2012 FCAT	30% of ELL will not make satisfactory progress in reading on the 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	Language	Place all ELL students with a certified ESOL teacher	Principal	FAIR	FCAT

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:	40% of the students with disabilities will be proficient on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% of the students with disabilities were proficient on the 2012 Reading FCAT.	40% of the students with disabilities will be proficient in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	FAIR reports, Teacher Assessments, Classroom Walk-throughs	FAIR Reading Unit Tests FCAT
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	FAIR FCAT Mini Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	60% of the Economically Disadvantaged students will be proficient on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (123) of the Economically Disadvantaged students were proficient on the 2012 Reading FCAT.	60% of the Economically Disadvantaged students will be proficient in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	FAIR reports, Teacher Assessments, Classroom Walk-throughs	FAIR Reading Unit Tests FCAT
2	Parent Involvement	Monthly Parent Involvement meetings	Principal Leadership Team Classroom Teachers	Parent input, FAIR reports, Teacher Assessments, Classroom Walk-throughs	Parent Sign-In form FAIR Reading Unit Tests FCAT

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Benchmark Practice	Florida Ready Reading	Title I	\$3,300.00
After School Tutoring	Teacher Tutors	Title I	\$16,300.00
			Subtotal: \$19,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Fluency & Vocabulary	Read Naturally	Title I	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Higher Order Questions	Higher Order Thinking Skills	Title I	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$23,100.00

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.		60% of students will be proficient in listening/speaking for 2012-2013			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
52% (11) of students were proficient in listening/speaking for 2011-2102					
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	Non readers entering Kindergarten and 1st grade	Encourage partner reading with families.	FCIM Coordinator and Teachers	Parent Involvement meetings	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:		60% of students will be proficient in reading on the CELLA for 2012-2013			
2012 Current Percent of Students Proficient in reading:					
52% (11) of students were proficient in reading on the CELLA for 2011-2012					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non readers entering Kindergarten and 1st grade	Encourage partner reading with families.	FCIM Coordinator and Teachers	Parent Involvement meetings	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:		85% of students will score proficient in writing on the 2013 CELLA.			
2012 Current Percent of Students Proficient in writing:					
52% of students scored proficient in writing on the 2012 CELLA.					
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	Non readers entering Kindergarten and 1st grade	Encourage partner reading with families.	FCIM Coordinator and Teachers	Parent Involvement meetings	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:	In grades 3-5, 50% of students will demonstrate mastery on 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 49% of students demonstrated mastery on 2012 Math FCAT.	In grades 3-5, 50% of students will demonstrate mastery in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests OnTrack FCAT
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessments, FCAT Mini Assessments
3	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Assessments, Teacher Assessments, Classroom Walk-throughs	District Assessments, Math Unit Tests FCAT
4	Enrichment Instructional Time	Implement high student engagement learning strategies using Criss, Kagan & Marzano strategies. All teachers will utilize leveled readers. Title 1 Para-Tutors	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	District Assessments, Math Unit Tests FCAT

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:	100% (7) of students will increase achievement to a level above or at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 80% (4) of students demonstrated mastery on 2012 Florida Alternate Assessment Math.	100% (7) of students will increase achievement to a level above or at proficiency.

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	Student Portfolio FAA
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessments, FCAT Mini Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	35% of students will achieve above proficiency level in Math on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (54) students achieved above proficiency in FCAT Math 2012.	35% of students will achieve above proficiency level in on the 2013 Math 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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests OnTrack FCAT
2	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	On Track reports, Teacher Assessments, Classroom Walk-throughs	District Assessments Math Unit Tests FCAT
3	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessments FCAT Mini Assessments
4	Enrichment instructional time	Enrichment activities for students meeting benchmark requirements as suggested by the Florida Continuous Improvement Model (FCIM).	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	District Assessments Math Unit Tests FCAT

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:	40% of students will increase achievement to a level above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 0% (0) of students demonstrated above mastery on 2012 FAA Math.	40% of students will increase achievement to a level above proficiency.
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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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAA
2	Enrichment Instructional Time	Implement high student engagement learning strategies using Criss, Kagan & Marzano strategies. All teachers will utilize leveled readers.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	District Assessments, Math Unit Tests FCAT

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:	80% of students will make learning gains on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (119) of students made learning gains on the 2012 Math FCAT.	80% of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	On-Track reports, Teacher Assessments, Classroom Walk-throughs	District Assessments, Math Unit Tests FCAT
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessments, FCAT Mini Assessments
3	Enrichment instructional time	Enrichment activities for students meeting benchmark requirements as suggested by the Florida Continuous Improvement Model (FCIM).	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	District Assessment, Math Unit Tests FCAT

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.	100% of students will make learning gains in math on the 2013 FAA.
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Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
100% (1) of students made learning gains in math on the 2012 FAA.		100% of students will make learning gains in math on the 2013 FAA.		
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:	74% of students in the Lowest 25% will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of students in the Lowest 25% made learning gains on the 2012 Math FCAT.	74% of students in the Lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Teachers need Kagan and Calendar Math training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in Calendar Math & kagan strategies. Classroom Walk-throughs	District Assessments, FCAT Mini Assessments
2	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Assessments, Teacher Assessments, Classroom Walk-throughs	Math Unit Tests FCAT

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 # 54% of students will show achievement to a level above or at proficiency in math. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	54%	59%	64%	70%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 40% of African Americans will achieve mastery on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 35% of African Americans achieved mastery on the 2012 Math FCAT.	In grades 3-5, 40% of African Americans will achieve mastery on the 2013 Math 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	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Assessments, Teacher Assessments, Classroom Walk-throughs	District Assessments, Math Unit Tests FCAT
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessments, FCAT Mini Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	55% of students will make satisfactory progress in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of ELL students made satisfactory progress in math on the 2012 FCAT.	55% of students will make satisfactory progress in math on the 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
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:	40% of the students with disabilities will be proficient on the 2013 Math FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of the students with disabilities were proficient on the 2012 Math FCAT.	40% of the students with disabilities will be proficient in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	On Track reports, Teacher Assessments, Classroom Walk-throughs	District Math Assessment Math Unit Tests FCAT
2	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessments, FCAT Mini Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	50% of the Economically Disadvantaged students will be proficient on the 2013 Math FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
45% of the Economically Disadvantaged students were proficient on the 2012 Math FCAT.	50% of the Economically Disadvantaged students will be proficient in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Parent Involvement Monthly Parent Involvement meetings	Parent Involvement Monthly Parent Involvement meetings Principal Leadership Team Classroom Teachers	Parent input, FAIR reports, Teacher Assessments, Classroom Walk-throughs	Parent Sign-In form District Math Assessment Report Math Unit Tests FCAT
2	All teachers will need training in gradual release model.	Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Assessment reports, Teacher Assessments, Classroom Walk-throughs	FAIR Math Unit Tests FCAT

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Benchmark Practice	Florida Ready Math	Title I	\$3,300.00
			Subtotal: \$3,300.00
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: \$3,300.00

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.		50% of students will achieve proficiency on the 2012 Science FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
45% of students achieved proficiency on the 2012 Science FCAT.		50% of students will achieve proficiency in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Enrichment Instructional Time	Implement high student engagement	Principal Leadership Team	FCIM Data Chats	FAIR Reading Unit

1		learning strategies with high order questions.	Classroom Teachers	Classroom Walk-throughs Lesson Plans	Tests OnTrack FCAT
2	All teachers will need training in gradual release model.	All teachers will need training in gradual release model. Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Science reports, Teacher Assessments, Classroom Walk-throughs	District Assessment Science Unit Tests FCAT
3	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	District Assessment FCAT Mini Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	100% (4) of students will increase achievement to a level above or at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5, 100% (1) of students demonstrated mastery on 2012 Florida Alternate Assessment Science.	100% (4) of students will increase achievement to a level above or at 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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	Student Portfolio FAA
2	All teachers will need training in gradual release model.	All teachers will need training in gradual release model. Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Science reports, Teacher Assessments, Classroom Walk-throughs	District Assessment Science Unit Tests FCAT

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:	20% of students will achieve above proficiency on the 2012 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% of students achieved above proficiency in FCAT science 2012.	20% of students will achieve above proficiency in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAIR Reading Unit Tests OnTrack FCAT
2	All teachers will need training in gradual release model.	All teachers will need training in gradual release model. Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Science reports, Teacher Assessments, Classroom Walk-throughs	District Assessment Science Unit Tests FCAT
3	New Teachers need Kagan training.	Increase student engagement by utilizing Kagan, Criss, and Marzano strategies.	Teachers Principal	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs	Analyze number of teachers trained in kagan strategies. Classroom Walk-throughs District Assessment FCAT Mini Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	20% of students will increase achievement to a level above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 0% (0) of students demonstrated above mastery on 2012 FAA Science.	20% of students will increase achievement to a level above 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	Enrichment Instructional Time	Implement high student engagement learning strategies with high order questions.	Principal Leadership Team Classroom Teachers	FCIM Data Chats Classroom Walk-throughs Lesson Plans	FAA
2	All teachers will need training in gradual release model.	All teachers will need training in gradual release model. Gradual release model will be utilized during instruction in order to meet the needs of all students.	Principal Leadership Team Classroom Teachers	District Science reports, Teacher Assessments, Classroom Walk-throughs	District Assessment Science Unit Tests FCAT

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						

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:	85% of students will maintain or show growth at or above Florida Writes Level 3.5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% of student achieved AYP in writing on the 2012 Writing FCAT.	85% of students will achieve AYP in writing.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional Time for Writing	K-5 Quarterly Writing prompts.	Principal Leadership Team Classroom Teacher	Grade Level Writing Scoring Meetings	Florida Writes Kathy Robinson

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:	100% of students will increase achievement to a level above or at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4, 100% (1) of students demonstrated mastery on 2012 Florida Alternate Assessment Writing.	100% of students will increase achievement to a level above or at 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	Instructional Time for Writing	K-5 Quarterly Writing prompts.	Principal Leadership Team Classroom Teacher	Grade Level Writing Scoring Meetings	Florida Writes Kathy Robinson

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						

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:		To decrease the number of tardies and/or absences for students with 10 or more tardies and or absences compared to the 2011-2012 school year.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
2011-2012 attendance rate was 99.76%.		The expected attendance rate for 2012-2013 will be 99%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
5% (28) of students had excessive absences (10 or more) for the 2011-2012 school year.		4% of students will have excessive absences (10 or more) for the 2012-2013 school year.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
15% (93) students had excessive tardies (10 or more) for the 2011-2012 school year.		10% students will have excessive tardies (10 or more) for the 2012-2013 school year.			
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 support	School-wide incentive program for improved attendance and or tardies. (PBS)	Classroom Teachers Principal & Leadership Team	Teacher attendance records.	Attendance 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
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:	Reduce the number of out of school suspension compared to the 2011-2012 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1% (6) of students received in-school suspension during the 2011-2012 school year.	5 students will receive in-school suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (6) of students received in-school suspension during the 2011-2012 school year.	1% of students will have in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

6% (38) of students received out of school suspension during the 2011-2012 school year.	There will be 37 out of school suspensions for the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6% (38) of students received out of school suspension during the 2011-2012 school year.	37 students will receive out of school suspension.

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	Using Program with fidelity.	Utilize school wide Positive Behavior Support Program (PBS).	BRT and PBS Team	Monitoring of suspension data.	Suspension data.
2	Using Program with fidelity.	Reduce the number of out of school suspensions	BRT and PBS Team Teachers	Monitoring of suspension data.	Suspension data.
3	Parent Support	Monthly parent involvement meetings	Parents Teachers BRT Counselor	Monitoring of suspension data.	Suspension 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
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:		60% of parents participated in school activities during the 2012-2013 year.			
*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:			
54% of parents participated in school activities during the 2011-2012 year.		60% of parents participated in school activities during the 2012-2013 year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation Child Care	Grade Level Parent Involvement	Principal Leadership Team Classroom Teacher	Parent Contact Sheets	FCAT
2	Parent communication	The Parent Portal will be implemented to keep parents informed about their child's academic progress.	Principal	Percentage of parents using portal	Parent sign up form

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:			40% of students will improve STEM literacy by utilizing common core standards and national best practices to enhance achievement and close achievement gaps		
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	Training teachers on STEM	To explore ways to create energy from recycled materials and renewable energy using new technologies and waste engineering.	Gifted Teacher IPAAL Teachers	List of teachers trained on STEM	Science and Math FCAT

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
Reading	Benchmark Practice	Florida Ready Reading	Title I	\$3,300.00
Reading	After School Tutoring	Teacher Tutors	Title I	\$16,300.00
Mathematics	Benchmark Practice	Florida Ready Math	Title I	\$3,300.00
				Subtotal: \$22,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Fluency & Vocabulary	Read Naturally	Title I	\$500.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Higher Order Questions	Higher Order Thinking Skills	Title I	\$3,000.00
				Subtotal: \$3,000.00
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: \$26,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/11/2012)

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
School improvement projects	\$3,000.00

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

School improvement, nominations, address concerns, and school beautification.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District IDYLVILD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	68%	90%	44%	265	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	49%	55%			104	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?	39% (NO)	53% (YES)			92	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					461	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Alachua School District IDYLVILD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	67%	85%	49%	273	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%	63%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	62% (YES)			109	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					507	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested