

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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School Name: SUMMERS ELEMENTARY SCHOOL

District Name: Columbia

Principal: Terri Metrick

SAC Chair: Lisa Lee

Superintendent: Michael Millikin

Date of School Board Approval:

Last Modified on: 10/5/2012

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)
					<p>2011-2012: Grade B, Reading Mastery 61%, Math Mastery 61%, Science mastery 51%, Writing Mastery 82%, AYP: Black and Economically Disadvantaged students did not make AYP in Reading and Math.</p> <p>2010-2011: Grade A, Reading Mastery 81%, Math Mastery 80%, Science mastery 47%, Writing Mastery 84%, AYP: Black and Economically Disadvantaged students did not make AYP in Reading and Math.</p> <p>2009-2010 : Grade: B, Reading Mastery 75%, Math Mastery: 84%, Science Mastery: 52%, Writing Mastery: 78%, AYP: 95%, Black and SWD students did not make AYP in Reading and Math. Economically disadvantaged students did not make AYP in reading. 2008-2009 Grade B, Reading Mastery: 76%, Math Mastery: 75%, Science Mastery: 39%,</p>

Principal	Terri Metrick	B.A. Elementary Education 1-6, M.S. Educational Leadership	9	13	<p>Writing Mastery: 88%, AYP: 95%, Economically disadvantaged and Black students did not make AYP in Math. Black students did not make AYP in reading.</p> <p>2007-2008 Grade A, Reading Mastery: 73%, Math Mastery: 77%, Science Mastery: 42% , Writing Mastery: 92%, AYP: 95% SWD and Black students did not make AYP in reading and math</p> <p>2006-2007 Grade A: Reading Matery: 72% , Math Mastery: 68%, Science Mastery: 44% , Writing Mastery: 85%, AYP: 95% SWD and Black students did not make AYP in math</p> <p>2005-2006 Grade: A Reading mastery: 68% Math Mastery: 64% Writing Mastery: 77%, AYP: 90% SWD and black students did not make AYP in math</p> <p>2004-2005: Grade: B Reading Mastery: 68% Math Mastery: 57% Writing Mastery: 67%, AYP: 97% SWD and black students did not make 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	Jennifer Saucer	Elementary Education, Reading Endorsement	23	11	<p>Reading Coach Summers Elementary 2011-2012: Grade B, Reading Mastery 61%, Math Mastery 61%, Science mastery 51%, Writing Mastery 82%, AYP: Black and Economically Disadvantaged students did not make AYP in Reading and Math.</p> <p>2010-2011 Grade A, Reading Mastery 81%, Math Mastery 80%, Science mastery 47%, Writing Mastery 84%, AYP: Black and Economically Disadvantaged students did not make AYP in Reading and Math.</p> <p>2009-2010 : Grade: B, Reading Mastery 75%, AYP: 95%, Black and SWD students did not make AYP in Reading. Economically disadvantaged students did not make AYP in reading. 2008-2009 Grade B, Reading Mastery: 76%, Learning Gains: 65% Lowest 25% Gains: 57% Black students did not make AYP in reading.</p> <p>2007-2008 Grade A, Reading Mastery: 73%, Learning Gains: 71%, Lowest 25% Gains: 70% SWD and Black students did not make AYP in reading</p> <p>2006-2007 Grade A: Reading Matery: 72%, Learning Gains: 76%, Lowest 25% Gains: 76% SWD did not make AYP in reading</p> <p>2005-2006 Grade: A Reading mastery: 68%, Learning Gains: 63% SWD did not make AYP in reading</p> <p>2004-2005: Grade: B Reading Mastery: 68%, Learning Gains: 69% All subgroups met AYP in reading</p> <p>2003-2004: Grade: C Reading Mastery: 64%, Learning Gains: 65%, SWD did not make AYP in reading</p>

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	Continue using interns through St. Leo University.	Terri Metrick	8/12 - 5/13	
2	Utilize mentoring program to retain newly hired teachers.	Terri Metrick Lisa Lee Ann Henson Jennifer Saucer	8/12 - 5/13	
3	Provide Mentoring in the 21st Century Resources and Training materials to Mentors, provide follow up with the newly hired teachers.	Administrator Mentor Teacher D.A.R.T. Curriculum Resource Teacher	8/12-5/13	

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
2% (1) instructional staff currently out-of-field	Encourage teacher to complete test before second semester

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	9.6%(5)	28.8%(15)	32.7%(17)	38.5%(20)	21.2%(11)	0.0%(0)	9.6%(5)	5.8%(3)	44.2%(23)

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 Jordan	Christina Murphy	Ms. Murphy is a first year classroom teacher. Mrs. Jordan's students consistently demonstrate achievement as reflected by her FCAT Scores. Both teachers are instructing 5th grade leveled students.	The mentor and mentee are meeting weekly to discuss lesson plans and data. The mentee is also given released time to observe the mentor and the mentor is released to observe the mentee.
		Ashley Buckles is a first year 4th grade	

Kelly Couey	Ashley Buckles	teacher. Kelly Couey is the Team Leader of 4th grade and her students consistently demonstrate achievement as reflected by her FCAT scores	The mentor and mentee are meeting weekly to discuss lesson plans and data. The mentee is also given released time to observe the mentor and the mentor is released to observe the mentee.
Molly Davis	Nancy Greek	This Ms. Greek's first year as an elementary teacher. Lori Robinson is a veteran first grade teacher as well a wonderful role model.	The mentor and mentee are meeting weekly to discuss lesson plans and data. The mentee is also given released time to observe the mentor and the mentor is released to observe the mentee.
Lori Robinson	Diana Sloan	This is Ms. Sloan's first year as an elementary teacher. Mrs. Robinson is a veteran first grade teacher and team leader.	The mentor and mentee are meeting weekly to discuss lesson plans and data. The mentee is also given released time to observe the mentor and the mentor is released to observe the mentee.
Dianna Swisher	Ashley Bronson	This is Mrs. Bronson's first year as a kindergarten teacher. Mrs. Swisher is team leader and an excellent role model.	The mentor and mentee are meeting weekly to discuss lesson plans and data. The mentee is also given released time to observe the mentor and the mentor is released to observe the mentee.

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

Funding is allocated for faculty and staff salaries, teacher in-service and professional development, educational materials and supplies, Parent Engagement activities to insure students are provided additional support and remediation.

Title I, Part C- Migrant

The Title I, Part C Migrant Education Program (MEP) will closely monitor migrant student progress at the school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title I, Part D

N/A

Title II

Professional Development funds are expended in accordance with the District Plan.

Title III

The District did not qualify for Title III funding.

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Students scoring a Level 1 or Level 2 on FCAT 2.0 reading and/or mathematics will receive additional support through SAI funding and coordinated with Title I funding. SAI tutors will work with these students.

Violence Prevention Programs

Per state statute, the district has adopted and now implements a district wide bullying policy.

Note:

Too Good for Drugs & Violence

Resource Officers are available on-call

Crisis Response Team

A counselor from Meridian frequently meets with students who need counseling.

Nutrition Programs

All students are eligible to participate in the Universal Breakfast Program each school morning.

Free and Reduced Lunch Program is provided at the school for eligible students.

The University of Florida Nutrition Education Program visits and provides valuable information and activities for first grade students.

Housing Programs

No programs are available at this time.

Head Start

Information is received regarding new kindergarten students, from the local Head Start Program, if available.

Pre-K handicap is provided for students with disabilities. However, VPK is not provided at this school site.

Adult Education

Adult Education is provided by the District.

Career and Technical Education

Job Training

Does not apply at the elementary school level.

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 - Terri Metrick
- Administrative Trainee_ Terry Thomas
- Behavior Support Teacher - Ann Henson
- Reading Coach - Jennifer Saucer
- Curriculum Resource Teacher - Lisa Lee
- Guidance Counselor - Stephanie Hencin
- ESE Teacher (2)- Patti Markham, Mickie Benford
- School Staffing Specialist - Diana Ring
- School Psychologist - Lance Hastings
- Speech Teacher - susan Sierra

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 purpose of the MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSSLT is considered the main leadership team in our school. The MTSSLT will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core Support, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - o Tutoring during the day in small group pull-outs in reading and math. Extended learning program, READ 180 for full-time ESE students.
 - o Intensive Reading and Math instruction
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through SUPPORTIVE COACHING, MANAGEMENT OF RESOURCES, AND PROVIDING PROFESSIONAL DEVELOPMENT IN RESEARCH BASED INSTRUCTIONAL STRATEGIES.

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 MTSSLT and SAC were involved in the School Improvement Plan development
- The School Improvement Plan is the working document that guides the work of the MTSSLT.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and collateral data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - o develop and target interventions based on confirmed hypotheses
 - o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - o review goal statements to ensure they are ambitious, time-bound and meaningful
 - o assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

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.

Core Curriculum (Tier 1)

Data Source Database Person (s) Responsible

FCAT released test School Generated Excel Database Reading Coach, APC

Progress Monitoring Performance Matters Individual teachers

FAIR Progress Monitoring and Reporting Network Reading Coach

Common Assessments*

(see below) of
chapter/segments tests Subject Area Test Individual Teachers
using adopted curriculum
resources

Mini-Assessments on Easy CBM, STAR Reading/Math Individual teachers
specific tested
Benchmarks

Discipline Referrals AS400
D.A.R.T /Guidance
Classroom behavior
plan –point
systems School Gradebook D.A.R.T/Guidance

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source Database Person(s) Responsible for Monitoring

Ongoing Progress Monitoring easycbm.com PSLT
(mini-assessments and other
assessments from adopted
curriculum resource materials)

FAIR OPM School Generated Reading Coach

Ongoing assessments
Provided by course materials School Generated Database in Excel Individual Teachers

Other Curriculum Based Measurement
** (see below) School Generated Database in Excel
Easycbm.com

PSLT/PLCs/Curriculum coaches

Behavior point sheets School Generated BEST/Guidance

*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

MTSSLT received training provided by the District MTSS Coordinator. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. The MTSS Leadership Team will continue to provide on-going training for reading, math and behavior interventions.

New staff will be directed to participate in trainings relevant to PS/MTSS as they become available

Describe the plan to support MTSS.

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 the Principal, Administrative Trainee, Reading Coach, Curriculum Resource Teacher, D.A.R.T (Discipline and Academic Resource Teacher) and Guidance Counselor.

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

The team meets weekly and meets with the grade level chairs monthly.

The Leadership team discusses MTSS, academic strengths and weaknesses of students at each grade level as well as strategies to improve learning and behavior.

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

This year the Leadership Team will focus on the implementation of Common Core in 1st grade, integration of hands-on Science lessons every Friday, and continue use of Kagan strategies being utilized within the classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/14/2012)

*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.

The Summers Curriculum Contact will meet with the Directors of local Daycare providers and the Head Start director to provide

information on the expectations of incoming Kindergartners.

Summers will participate in Columbia County's Kindergarten Orientation held in May.

Summers has a VPK Handicap program.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5 the percentage of students scoring a Level 3 on the 2013 FCAT 2.0 Reading Test will increase from 28% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (88/320)	30% (101/336)

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 student enrolled that have previously attend private schools or who have been Home schooled for the years prior to 3rd grade.	Identify those students Review Progress Monitoring Data, FAIR, and STAR assessment results If needed those students will be assigned tutors.	Reading Coach Curriculum Resource Teacher Classroom Teacher	Data collected by classroom teacher, on-going STAR assessments and tutor logs.	Performance Matters FAIR STAR Reading and Math Notes MTSS documentation
2	Lack of vocabulary and background knowledge empedes comprehension	Teachers will use strategies will use games, authentic conversations and rich literature to build vocabulary	Administrator Administrator Trainee Reading Coach D.A.R.T. Curriculum Resource Teacher	Review of student data Classroom Walk through	Performance Matters Benchmark Assessments
3	Time in the classroom to utilize all resources	Use Technology Lab for FCAT Explorer, Education City, and Orchard for additional reading practice Technology Teacher will meet with all grade levels to plan lessons Add an additional computer Lab for teachers to schedule classroom instrction.	Principal Technology Teacher	Principal meetings with Technology teacher and Team Leaders Lesson plans Classroom Walkthrough	FCAT Explorer, KIDS College Log-in Results Minutes from Team meetings
4	Students lack efficient strategies for timed test situations	Continue to use Larry Bell - UNRAVEL strategies Kagan Cooperative Learning Strategies Reading Renaissance FLDOE on-line practice assessments	Classroom Teacher Principal Curriculum Resource Teacher Reading Coach	Lesson Plans Classroom Walkthroughs	Performance Matters reports
	Truancy	Encourage attendance by	Classroom Teacher	Review of attendance	Attendance

5	Mobility	providing incentives Utilize county-wide Pacing guides to maintain cohesiveness among school curriculum	Administrator Classroom Teacher Curriculum Resources Teacher Reading Coach	reports Evaluation of lesson plans	Reports Data Analysis Reports Lesson Plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:	In grades 3-5 the percentage of students scoring a Level 4 or above on the 2013 FCAT 2.0 Reading Test will increase from 31% to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (99/320)	35% (118/336)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources or personnel for enrichment activities	Utilize Title I funds to purchase enrichment activities or computer software that reinforce differentiated instruction Utilize tutors, Teachers or Qualified Volunteers to meet with small groups for enrichment activities	Principal Reading Coach Curriculum Resource Teacher	Analyze data Discussions with teachers and students	Classroom Walk through Data Results from Performance Matters, Fair FCIM Benchmark Assessments
	Students may lack	Larry Bell - UNRAVEL	Reading	Lesson Plans	Performance

2	strategies for timed test situations.	strategies Kagan Cooperative Learning Strategies	Renaissance Classroom Teacher Principal Curriculum Resource Teacher Reading Coach	Classroom Walk through	Matters reports
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:	3. In grades 4-5 the percentage of students making learning gains on the 2013 FCAT 2.0 Reading Test will increase from 64% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (141/221)	65% (120/184)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The curriculum at the next grade level is challenging.	Provide the students with Larry Bell strategies to guide students through the process of Test taking skills.	Classroom teacher Reading Coach Curriculum Liaison Principal	Monitoring data notebooks each nine weeks	Classroom walkthroughs Results from Thinkgate, FAIR, and SATR
2	Teachers do not consistently assess students for areas of remediation	All grade levels will utilize the school FCIM calendar to ensure that identified benchmarks are being taught and assessed frequently	Principal Reading Coach Curriculum Resource Teacher	Leadership Team will review individual and grade level benchmark assessments every nine weeks.	Benchmark Assessments Lesson Plans Classroom Walkthroughs

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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:	4. In grades 4-5 the percentage of students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Reading Test will increase from 51% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (28/55)	55%(25/46)

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	Utilize Successful Reader in a small group setting.				
2	Students in the lowest quartile need tutoring outside the school day	Notify parents of these students about SES services provided by Title I for after school tutoring for grades 3-5.	Curriculum Resource	Classroom teachers and Curriculum Resource SES letters returned	Checklist of students in lowest quartile Pre-Post test results from Performance Matters
3	Students enter 4th-5th grade not on grade level	Instruct using differentiated grouping Utilize FCIM Calendar for pacing Small group instruction	Principal Classroom Teacher Leadership Team	Data Analysis Meetings Check Lesson Plans Classroom Walkthrough	Data Results from Performance Matters, Fair and FCIM Benchmark Assessments
4	Low scores entering current grade level	Utilize data from Performance Matters reports to group students for SAI tutoring	Administrator Administrator Trainee Reading Coach Curriculum Resource Teacher	Data from Reports Data from tutor logs	Performance Matters Assessments Benchmark Assessments

5	Truancy	Offer incentives for attendance	Classroom Teacher	Review attendance reports	Attendance Reports
	Mobility	Utilize county-wide pacing guides for cohesive curriculum in schools	Administrator Classroom Teacher Curriculum Resource Teacher Reading Coach	Review of Lesson Plans	Data results from Performance Matters, FAIR and Benchmark Assessments Lesson Plans

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 # In six years Summers Elementary will reduce the achievement gap by 30%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In grades 3-5 the percentage of students will scoring a level 3 or above on the 2013 FCAT 2.0 Reading Test will increase from 38% to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black students 38% (30/80)	48% (45/94)

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	Low socioeconomic status impedes learning	Strategically place these students in High performing classrooms Use mentors of the same race to meet with students Involve Parents in programs for help at home	Principal Curriculum Resource	Parent Conferences Workshops	Parent Conference Forms Workshop Surveys
2	Students enter 3rd-5th grade not on grade level	Instruct students using differentiated instruction Small Group instruction with SAI tutor/teacher	Principal Classroom Teacher Leadership Team	Data Analysis discussion with grade level Classroom Walkthrough Lesson Plans	Data Results from Performance Matters, Fair, FCIM Benchmark Assessments
3	Truancy	Provide incentives for attendance	Classroom teacher	Review attendance reports	Attendance Reports
	Mobility	Utilize county-wide	Administrator Classroom Teacher	Review of Lesson Plans and Data sheets	Lesson Plans and data from

	acing guides to provide cohesive curriculum among schools	Curriculum Resource Teacher Reading Coach	Performance Matters, FAIR, and Benchmark assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged: In grades 3-5 the percentage of Economically Disadvantaged students will scoring a Level 3 or above on the 2013 FCAT 2.0 Reading Test will increase from 45% to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

45% (95/210)			56% (113/201)		
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	Low socioeconomic status impedes learning	Strategic placement of low performing students into high achieving classrooms Instruct students using differentiated instruction Target students for SES tutoring services or the Title VI Extended Day program	Principal Classroom Teachers Leadership Team Curriculum Resource	Data Analysis Meetings with grade levels Lesson Plans Documentation from SES providers and Extended Day tutors	Data Results from Thinkgate, Fair, STAR Reading/Math Reports from SES providers as well as mini-assessments given by Extended Day tutors
2	Truancy Mobility	Provide incentives for attendance Utilize county-wide Pacing Guides to provide cohesive curriculum among schools	Classroom Teacher Administrator Classroom Teacher Curriculum Resource Teacher Reading Coach	Review of attendance reports Review of Lesson Plans and Data sheets	Attendance Reports Lesson Plans and Data from Performance Matters, FAIR, and Benchmark Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Explicit Vocabulary Instruction	K-5 All subjects	Reading Coach	School-wide	September 2012-May 2013	Classroom Walk Through Review Lesson Plans Review reflections	Administrator Administrator Trainee Reading Coach Curriculum Resource Teacher D.A.R.T.
Text Complexity	K-5 All subjects	Reading Coach	School-wide	On-going throughout the year	Classroom Walk Through Review of Lesson Plans	Administrator Administrator Trainee Reading Coach Curriculum Resource Teacher D.A.R.T.
Common Core	K-2 All subjects	Reading Coach Curriculum Resource Teacher	K-2 Teachers	August 2012	Review of reflections	Administrator Administrator Trainee Reading Coach Curriculum Resource Teacher D.A.R.T.

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Utilize Weekly Reader for nonfiction text lessons for K-4 Time Magazine for 5th grade	Weekly reader is a magazine that provides high-interest reading articles and practice for vocabulary and comprehension strategies	Title VI	\$4,000.00
Intervention material for Level 1-2 students and Tier 2 MTSS	Ladders to Success	Title I	\$1,000.00
			Subtotal: \$5,000.00
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
Teachers in K-5 will provide the Focus Skill and Objectives in a visual manner for students to understand.	Each teacher will receive laminated copies of the Common Core Objectives to hang in the classroom.	Title I	\$1,800.00
Common Core Training	Center materials to support Common Core standards	Title I	\$1,000.00
			Subtotal: \$2,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase High Complexity Literature for teachers	Books to support professional development of high complexity text lessons	Title I or Title II	\$2,000.00
SAI Tutors	Tutors to meet in small groups with students scoring Level 1 and Level 2 on 2012 FCAT	Title II	\$7,400.00
			Subtotal: \$9,400.00
			Grand Total: \$17,200.00

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.		The students scoring proficient in listening/speaking in for			
CELLA Goal #1:		2013 will increase from 8% to 9%			
2012 Current Percent of Students Proficient in listening/speaking:					
8% (2/24) 2011-2012 9% () 2012-2013					
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	English is not spoken in the home	Provide student with materials with spanish-english translations to use at home.	Guidance Curriculum Resource Teacher	Review of Parent Resource sign-out sheet	Parent Resource Sign out sheet
		Purchase materials for	Administrator	Copy of budget	Parent Resource

2	Limited resources for ELL studnets	Parent Resource Room for parent and teacher checkout.	Curriculum Resource Teacher	expenditures	Sign-out sheets
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Students scoring proficinet in reading in 2013 will increase from 21% to ____%
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2012 Current Percent of Students Proficient in reading:

21% (5/24)

Problem-Solving Process to Icrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the vocabulary needed to comprehend reading text.	Provide ELL students intense vocabulary instruction and one-on-one assistance using an ELL paraprofessional.	Administrator Guidance Reading Coach Classroom Teacher	Data from benchmark assessments	Performance Matters Benchmark Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in writing will increase from 17% to ____%
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2012 Current Percent of Students Proficient in writing:

17% (4/24)

Problem-Solving Process to Icrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack vocabulary and background knowledge of writing process	Students will receive intense instruction in vocabulary and the basic steps of the writing process (specifically: sentence structure).	Guidance Classroom Teacher	Columbia Writes scores Summers Writes Scores Classroom tasks	Columbia Writes Summers Writes

CELLA Budget:

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
ELL students in grades 3-5 will use the Tune into Reading Lessons to increase reading abilities.	Tune into Reading is a program that uses choral reading and songs to teaching fluency and comprehension.	Title I	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:	1. In grades 3-5 the percentage of students scoring a Level 3 on the 2013 FCAT 2.0 Math Test will increase from 33% to 36%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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33% (102/320)	36% (120/336)
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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	New student enrolled that have previously attend private schools or who have been Home schooled for the years prior to 3rd grade.	Identify those students Review Progress Monitoring Data, FAIR, and STAR assessment results If needed those students will be assigned tutors.	Reading Coach Curriculum Resource Teacher Classroom Teacher	Data collected by classroom teacher, on-going STAR assessments and tutor logs.	Performance Matters FAIR STAR Reading and Math Notes MTSS documentation
2	Lack of vocabulary and background knowledge impedes comprehension	Teachers will use strategies will use games, authentic conversations and rich literature to build vocabulary	Administrator Administrator Trainee Reading Coach D.A.R.T. Curriculum Resource Teacher	Review of student data Classroom Walk through	Performance Matters Benchmark Assessments
3	Students are missing the strategies needed to decipher information contained in word problems.	Share with the teachers the research based 7-step process to solving word problems.	Administrator Administrator Trainee Curriculum Resource Teacher	Classroom Walk through Review of Lesson Plans Results from Data sheets	Classroom Walk through Lesson Plans Data from Performance Matters and STAR Math assessments
4	Parents struggle with the math terms and understanding of current state expectations.	Curriculum Resource Teacher will provide intensive support with resources and workshops. Classroom Teacher will set-up Think Central Website for parent links at home	Principal Classroom Teacher Curriculum Resource D.A.R.T -Discipline and Academic Support Teacher	Results from Title I survey Results from Academic Workshop Survey Notes from Parent Conferences	Evaluations Surveys Parent Conference Forms
5	Continued adjustment to Math Series for both students and parents	Train staff and parents on best practices and strategies for teaching math concepts Utilize FCIM Calendar for pacing and benchmark assessments Utilize Home Connection	Principal Curriculum Resource Classroom Teacher	Schedule Workshop Training Data Analysis Meetings with grade levels Classroom Walkthrough Lesson Plans	FCIM Benchmarks Assessments STAR/Thinkgate Math Test results Surveys from Training

		component for parents through Think Central Utilize SUMS math strategies			
6	Time in the classroom to use all resources	Utilize the Technology Lab for FCAT Explorer, Orchard, Education City, and Think Central to teach math concepts Technology teacher will meet with teams to plan lessons	Principal Technology Teacher	Meetings with Principal and Technology Teacher Lesson Plans Classroom Walkthrough	FCAT Explorer Log-in Results Minutes from team meetings

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:	In grades 3-5 the percentage of students scoring a Level 4 or above on the 2013 FCAT 2.0 Math Test will increase from 27% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (86/320)	30% (101/336)

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 resource materials or time to devote to enrichment activities	Parent Volunteers will pull high achieving students in grades 2-5 for Math Superstars Program Teachers will use differentiated instruction within the classroom	Principal Curriculum Resource Classroom Teacher	Data Analysis Meetings with grade levels Classroom Walk through Lesson Plans	Data results from Performance Matters and STAR math FCIM Benchmark Assessments

1		Curriculum Resource Teacher will provide materials for enrichment activities for teacher checkout Teachers will utilize the Accelerated Math Program for independent differentiated math practice Utilize FCIM Calendars			
2	Students are lacking strategies for timed test situations	Utilize Larry Bell - UNRAVEL strategies during math block Utilize Kagan Cooperative Learning Techniques	Classroom Teacher Curriculum Resource Teacher Principal	Lesson Plans Classroom Walk through	Results from Performance Matters

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:	In grade 4-5 the percentage of students making learning gains on the 2013 FCAT 2.0 Math Test will increase from 60% to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (132/221)	63% (115/184)

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
	The curriculum at the next grade level is	Provide the students with Larry Bell strategies to	Classroom teacher Reading Coach	Monitoring data notebooks each nine	Classroom walkthroughs

1	challenging.	guide students through the process of Test taking skills.	Curriculum Liaison Principal	weeks	Results from Thinkgate, FAIR, and SATR
2	There is not consistency in assessing students for areas of remediation.	Utilize FCIM Calendar for pacing and benchmark assessment schedule Provide support through small group instruction Use Accelerated Math program for independent differentiated instruction	Administrator Classroom Teacher Curriculum Resource	Data Analysis Meetings with grade levels Lesson Plans Classroom Walk Through	Data Results from Performance Matters, STAR Math and Benchmark assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	
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:	In grades 4-5 the percentage of students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Math Test will increase from 52% to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (28/55)	58% (27/46)

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 in the lowest quartile need tutoring outside the school day	Notify parents of these students about the Extended Day tutoring program as well as SES program.	Curriculum Resource Extended Day tutors	Meeting with School Site Coordinator, classroom teachers and curriculum	Checklist of students in lowest quartile that turned in an SES application for after-school tutoring

2	Students entering 3rd-5th grade are not on grade level	Utilize FCIM Calendar for pacing Small group instruction Differentiated Instruction	Administrator Classroom Teacher Leadership Team	Data Analysis Meetings Review Lesson Plans Classroom Walk Through	Results from Performance Matters, STAR Math and Benchmark Assessments
3	Students are missing the strategies needed to decipher information contained in word problems	Share the research based 7-step process used to solve word problems.	Administrator Curriculum Resource Teacher Classroom Teacher	Review results of classroom and district assessments Classroom Walk Through	Results from Performance Matters, STAR Math and Benchmark assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years Summers Elementary will reduce the achievement gap by 30%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 the percentage of Black students scoring a level 3 or above on the 2013 FCAT 2.0 Math Test will increase from 31% to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (25/80)	45%(42/94)

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	Low socioeconomic status impedes learning	Strategically place students in high achieving classrooms Use same race mentors to meet with students Utilize SAI tutors to pull students in small groups Target students for SES or Extended Day after school program	Administrator Curriculum Resource Classroom Teacher	Data analysis meeting with grade levels Classroom Walk Through Lesson Plans	Data Results from Performance Matters, STAR Math and Benchmark Assessments
2	Truancy Student Mobility	Provide incentives for attendance Utilize district pacing guides to provide cohesive curriculum among schools	Classroom Teacher Administrator Classroom Teacher Curriculum Resource Teacher Reading Coach	Review Attendance reports Review Lesson Plans Classroom Walk Through	Results from Attendance report Lesson Plans

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5 the percentage of Economically Disadvantaged students will score a Level 3 or above on the 2013 FCAT 2.0 Math Test will increase from 46% to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (97/210)	54% (109/201)

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	Low socioeconomic status impedes learning	Strategically place students in high achieving classrooms Instruct students using differentiated instruction SAI tutors will work with low performing students Use Accelerated Math program for independent math instruction	Administrator Classroom teacher	Data analysis meeting with grade levels Classroom Walk Through Lesson Plans	Data results from Performance Matters, STAR Math, and Benchmark assessments
2	Parents are not confident explaining NGSSS math strategies	Hold a workshop for parents demonstrating the on-line component of the adopted Math series	Curriculum Resource Teacher Classroom Teachers	Classroom observation Parent input	Workshop surveys

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
The 7-Step Process for Math Problem Solving	3-5	Curriculum Resource Teacher	3d-5th grade teachers, tutors and paraprofessionals	October 2012	Review Tutor Logs Review of data results from assessments	Administrator Curriculum Resource Teacher

Mathematics Budget:

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

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:		In grade 5 students scoring a level 3 on the 2013 FCAT 2.0 Science test will increase from 37% to 47%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (40/109)		47% (50/105)			
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 student enrolled that have previously attend private schools or who have been Home schooled for the years prior to 3rd grade.	Identify those students Review Progress Monitoring Data, FAIR, and STAR assessment results If needed those students will be assigned tutors.	Reading Coach Curriculum Resource Teacher Classroom Teacher	Data collected by classroom teacher, on-going STAR assesments and tutor logs.	Performance Matters FAIR STAR Reading and Math Notes MTSS documentation
2	Lack of vocabulary and background knowledge empedes comprehension	Teachers will use strategies will use games, authentic conversations and rich literature to build vocabulary	Administrator Administrator Trainee Reading Coach D.A.R.T. Curriculum Resource Teacher	Review of student data Classroom Walk through	Performance Matters Benchmark Assessments
3	Teachers are unaware of the scaffolding of the NGSSS.	Teachers will attend SUMS Science professional development to identify standards important and tested at all grade level	Principal Reading Coach Classroom Teacher	Data Analysis meeting with grade levels Classroom Walk Through Review Lesson Plans	Benchmark Tests from Science Series
4	5th grade teacher have a difficult time fitting in hands-on Science experiments	Fifth grade teachers are team teaching allowing for extensive focus on Science experiments and hands-on lessons	Principal Classroom Teacher	Data Analysis meeting with grade levels Classroom Walk Through Lesson Plans	Data Analysis from Performance Matters

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:	2. In grade 5 students scoring a level 4 or above on the 2013 FCAT 2.0 Science Test will increase from 12% - 19%
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (13/109)	19% (20/105)

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	Time and resources to provide enrichment activities	Utilize Discovery Education Website in the classroom and Technology Lab for additional lessons and videos that teach science concepts Teachers will utilize Kagan strategies for cooperative Learning Utilize new science series Home connection component	Administrator Classroom Teacher Technology Lab Teacher	Classroom Walk Through Lesson Plans	Results from Performance Matters
2					
3	Lack of Science literature and student friendly materials	Provide teachers with Science high interest student literature	Administrator Curriculum Resource Teacher Classroom Teacher	Classroom Walk Through Results from Teacher Needs Survey	Teacher Needs Survey

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
Loose in the Lab Training	K-5	Bryce Hixon	One teacher from K-2 and all 3rd-5th	August 2012	Review of Lesson Plans Classroom Walk Through	Administrator Curriculum Resource Teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use hands-on, collaborative, Loose in the Lab Science Curriculum to motivate students	Each grade level is given a Science Kit and Teacher's Manual with State standards to coordinate science experiments	Title VI	\$3,000.00
			Subtotal: \$3,000.00
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
Utilize Science Weekly Newspapers for high interest literature material within the classroom	Science Weekly is a colorful Science Newspaper containing interesting articles and information on NGSSS.	Title VI	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$7,000.00

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:	In grade 4 the percentage students scoring a Level 3 or higher on the 2013 FCAT 2.0 Writing will increase from 82% to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (92/112)	87% (69/79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Two out of the five fourth grade teachers have been teaching fourth grade for less than two years and are not familiar with the writing program	Curriculum Resource will model lessons for teachers Teachers will attend training for teaching Process Writing Curriculum Resource teachers will pull low performing students prior to FCAT Writes for intensive writing instruction	Principal Curriculum Resource Classroom Teacher	Data Analysis meetings with grade levels Lesson Plans Classroom Walkthrough	Columbia Writes Scores
2	Classroom Teachers in third and fourth grade are not familiar with state expectations for using anchor sets	Train teachers in third and fourth grade on state expectations and how to use anchor sets using state provided materials	Curriculum Resource Teacher Reading Coach D.A.R.T.	Results from scoring practice sets Lesson Plans Classroom Walk through	Columbia writes scores Summers Writes Scores Report card grades
3	Students with disabilities struggle with writing expectations Students struggle with conventions within essay style writing	Teachers will use researched based writing strategies to support SWD students Teachers will use resources that provide editing within essay	Administrator Classroom Teachers Curriculum Resource Teacher ESE Staffing Specialist Classroom Teacher	Review of Lesson Plans Classroom Walk Through Scores from Summers/Columbia Writes	Columbia/Summers Writes Scores Lesson Plans

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students in grade 4 scoring a Level 4 or higher on the FCAT Writes 2.0 will increase from 24% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (26/110)	30% (24/79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with conventions within essay style writing	Purchase resources for classroom teachers to support lessons on conventions with process writing	Administrator Curriculum Resource Teacher	Review data from Columbia Writes and Summers Writes	Columbia Writes Summers Writes
2	Two out of the five fourth grade teachers have been teaching fourth grade for less than two years and are not familiar with the writing program	Curriculum Resource will model lessons for teachers Teachers will attend training for teaching Process Writing Curriculum Resource teachers will pull low performing students prior to FCAT Writes for intensive writing instruction	Administratort Administrator Trainee Curriculum Resource Teacher Reading Coach D.A.R.T.	Lesson plans Classroom Walk Through Review of data from Columbia Writes and Summers Writes	Columbia Writes Summers Writes
3	Classroom Teachers in third and fourth grade are not familiar with state expectations for using anchor sets	Train teachers in third and fourth grade on state expectations and how to use anchor sets using state provided materials	Administratort Administrator Trainee Curriculum Resource Teacher Reading Coach D.A.R.T.	Lesson plans Classroom Walk Through Review of data from Columbia Writes and Summers Writes	Columbia Writes Summers Writes

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
		Melissa			Classroom walk	Administrator Administrator

Process Writing	K-5, all subjects	Forney Chris Lewis Lisa Lee	K-5, all subjects	July 2012, First semester 2012	through Lesson Plans Scoring of papers	Trainee D.A.R.T. Curriculum Resource Teacher Reading
FCAT 2.0 Scoring	3rd-4th grade	Lisa Lee Jennifer Saucer Ann Henson	3rd-5th grade Teachers	October 22, 2012	Classroom Walk Through Lesson Plans Scoring of papers	Administrator Administrator Trainee D.A.R.T. Curriculum Resource Teacher Reading

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
Techniques to increase writers focus, support, organization and conventions	Handouts with lessons, websites, resources Resource Manuals	Title VI	\$3,000.00
Ways to promote writing in the content areas for Common Core	Handouts	Title II	\$0.00
Ability to score process writing papers using anchor sets	Inservice with Melissa Forney Handouts, rubrics and anchor sets samples	Title II	\$5,000.00
			Subtotal: \$8,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

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:	The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will remain 6% for 2012-2013. The number of excessive tardies will decrease from 28% to 27%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (680/715)	96% (630/656)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
6% (54/715)	6% (40/656)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
26% (185/715)	26% (170/536)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not keep records of their child's absences or tardies	<p>The Leadership Team will meet monthly to assess the Attendance data to discuss targeted students and to ensure appropriate steps are being implemented.</p> <p>Classroom teachers will notify parent at 3 unexcused absences or 10 unexcused tardies with a phone call. Teachers will also make note of the total number of absences or tardies on mid-terms.</p> <p>Classroom teacher will notify Guidance Counselor at 4 unexcused absences or 15 unexcused tardies. The Guidance Counselor will complete paperwork to notify TIPP.</p>	Data Process Clerk Guidance Counselor Classroom Teacher	Analyze Attendance records at monthly meetings	Attendance Report Tardy Report TIPP
2	Parents are unaware of District policies and school start times	Utilize the school newsletter, marquee, IRIS call out to remind parents	Guidance Curriculum Resource Teacher	Attendance Records	Attendance Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Provide incentives for students with good attendance each nine weeks	Coupons, certificates, pencils, key chains etc.	School Improvement	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	In the 2012-2013 school year the number of students receiving Out of School Suspensions will decrease from 4% to 3%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
NA	NA
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
34	30
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

4% (29)			3% (21)		
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	Parental Support	Involve parents in creating discipline strategies that can be used at home and school	D.A.R.T	SAC Minutes	Suspension Records
2	Parents do not read information about the School-wide Discipline Plan found in the Student Handbook.	Remind parents through the school newsletter, conversations and handouts, to review the school's guidelines for discipline.	D.A.R.T. Discipline Committee Curriculum Resource Teacher	On going discussions with teachers and paraprofessionals. Discussions with students and parents. Documentation on Minor offense forms	Suspension Records Referral Records Parent Conference Forms
3	Lack of strategies for Teachers and parents to use when working with children that demonstrate severe behavior issues.	Provide parents with pamphlets or handouts that list strategies to use in the classroom and at home. Provide a list of counselors that have been approved by Columbia County. Provide literature for teachers and parents to check out.	Guidance Counselor D.A.R.T.	Sign out sheets Teacher/Parent comment cards Counselor Referrals	Suspension Records Referral Records Parent Conference Forms

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
Provide students with strategies for behavior awareness using the Power of One	The Power of One uses skits to teacher students about how to handle bullying issues.	Title I	\$785.00
			Subtotal: \$785.00
			Grand Total: \$785.00

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:			90% of School-Parent Compacts will be signed by the parent or guardian.		
*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:		
NA			90% (590/665)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not come to school in person to sign compact	Classroom teachers will use phone calls, conferences and written notes to persuade the parent to come for a conference in order to sign compact	Curriculum Resource Teacher Classroom teachers	Survey the teachers for the number of School-Parent compacts signed	Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Faculty training for Home-School Connections and Communication with families	Pre-K through fifth, all subjects	Parent Involvement Coordinator	School-wide	September 2012	Provide teachers with literature to support strategies using PIRC and FLDOE websites	Parent Involvement Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Workshops	materials to support home school connection	Title I	\$2,000.00
			Subtotal: \$2,000.00
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
School Newsletter	Paper to run newsletter	Title I	\$150.00
Communication with parents 4th-5th grade	Student planners	Title I	\$1,000.00
Communication with parents K-5	School-Home Folders	Title I	\$834.00
			Subtotal: \$1,984.00
			Grand Total: \$3,984.00

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		Area in need of school-wide improvement is science. 95% of our students will participate in weekly collaborative, hands-on science lessons.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack resources available to conduct hands-on experiments	Utilize Title I resources to purchase science kits	Curriculum Resource Teacher	Classroom Walk through Lesson Plans Share best practices at faculty meeting Video	Title I Budget

				Physical product	
2	Time to conduct collaborative lessons	Administration will schedule a specific day and time for K-5 to participate in science activities- "Science Friday"	Administrator Administrator Trainee D.A.R.T. Curriculum Resource Teacher	Classroom Walk through Lesson Plans Grade Level Minutes	Classroom walk through Lesson Plans

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
Loose in the Lab Science Workshop	K-5, all subjects	Loose in the Lab Trainer	K-5, all subjects	August 2012	Evaluations Classroom Walk through Lesson Plans	Administrator Administrator Trainee D.A.R.T Curriculum Resources

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on science activities	Loose in the Lab Grade level Science Kits for hands-on lessons	Title VI	\$2,000.00
Increase school-wide science vocabulary and comprehension through nonfiction science literature	Science Weekly subscription	Title VI	\$3,980.00
			Subtotal: \$5,980.00
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: \$5,980.00

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	Utilize Weekly Reader for nonfiction text lessons for K-4 Time Magazine for 5th grade	Weekly reader is a magazine that provides high-interest reading articles and practice for vocabulary and comprehension strategies	Title VI	\$4,000.00
Reading	Intervention material for Level 1-2 students and Tier 2 MTSS	Ladders to Success	Title I	\$1,000.00
Science	Use hands-on, collaborative, Loose in the Lab Science Curriculum to motivate students	Each grade level is given a Science Kit and Teacher's Manual with State standards to coordinate science experiments	Title VI	\$3,000.00
Parent Involvement	Parent Workshops	materials to support home school connection	Title I	\$2,000.00
STEM	Hands-on science activities	Loose in the Lab Grade level Science Kits for hands-on lessons	Title VI	\$2,000.00
STEM	Increase school-wide science vocabulary and comprehension through nonfiction science literature	Science Weekly subscription	Title VI	\$3,980.00
				Subtotal: \$15,980.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	ELL students in grades 3-5 will use the Tune into Reading Lessons to increase reading abilities.	Tune into Reading is a program that uses choral reading and songs to teaching fluency and comprehension.	Title I	\$500.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers in K-5 will provide the Focus Skill and Objectives in a visual manner for students to understand.	Each teacher will receive laminated copies of the Common Core Objectives to hang in the classroom.	Title I	\$1,800.00
Reading	Common Core Training	Center materials to support Common Core standards	Title I	\$1,000.00
Writing	Techniques to increase writers focus, support, organization and conventions	Handouts with lessons, websites, resources Resource Manuals	Title VI	\$3,000.00
Writing	Ways to promote writing in the content areas for Common Core	Handouts	Title II	\$0.00
Writing	Ability to score process writing papers using anchor sets	Inservice with Melissa Forney Handouts, rubrics and anchor sets samples	Title II	\$5,000.00
				Subtotal: \$10,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase High Complexity Literature for teachers	Books to support professional development of high complexity text lessons	Title I or Title II	\$2,000.00

Reading	SAI Tutors	Tutors to meet in small groups with students scoring Level 1 and Level 2 on 2012 FCAT	Title II	\$7,400.00
Science	Utilize Science Weekly Newspapers for high interest literature material within the classroom	Science Weekly is a colorful Science Newspaper containing interesting articles and information on NGSSS.	Title VI	\$4,000.00
Attendance	Provide incentives for students with good attendance each nine weeks	Coupons, certificates, pencils, key chains etc.	School Improvement	\$500.00
Suspension	Provide students with strategies for behavior awareness using the Power of One	The Power of One uses skits to teach students about how to handle bullying issues.	Title I	\$785.00
Parent Involvement	School Newsletter	Paper to run newsletter	Title I	\$150.00
Parent Involvement	Communication with parents 4th-5th grade	Student planners	Title I	\$1,000.00
Parent Involvement	Communication with parents K-5	School-Home Folders	Title I	\$834.00
				Subtotal: \$16,669.00
				Grand Total: \$43,949.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 8/31/2012)

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
Incentives A.R. Books Chairs and Tables for All Purpose Room for parent workshops, assemblies and staff professional development	\$5,000.00

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

- *Provide input on all school-wide school improvement issues
- *Vote on School Improvement Budget Expenditures
- *Review Parent Involvement Plan and School-Parent Compacts

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

Columbia School District SUMMERS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	80%	84%	47%	292	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	67%	49%			116	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	62% (YES)	63% (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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Columbia School District SUMMERS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	84%	78%	52%	289	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	54%	66%			120	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	58% (YES)			97	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					506	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested