FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MEDART ELEMENTARY SCHOOL

District Name: Wakulla

Principal: Sharon Kemp

SAC Chair: Susan Fenner

Superintendent: David Miller

Date of School Board Approval: November 19, 2012

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sharon Kemp	BS degree in Elementary Education in 1976 from Florida State University; MS degree in Educational Leadership from Florida State University in 1997	33	9	2011-2012 school grade: A High Standards: reading: 88% math: 80% writing: 72%/ Learning gains: reading: 76% math: 67% Lowest quartile: reading: 71% math: 63%
Assis Principal	Belinda McElroy	BS in Elementary Education from Florida State University; MS in Varying Exceptionalities from FSU as well as completed Education Leadership Modified Program.	24	1	2011-2012 school grade: A High Standards: reading: 88% math: 80% writing: 72%/ Learning gains: reading: 76% math: 67% Lowest quartile: reading: 71% math: 63%

| | | | | | National Board Certification under Middle Childhood Generalist. | | | |

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	Terry Price	BA Social Studies; Certification Middle Grades Integrated and Social Science 5-9; Reading Endorsement	1	5	2011-2012 - School Grade of A; 69% proficient in Reading; 75% proficient in Math; 75% in Writing 2010-2011 - School Grade of A; 85% proficient in Reading; 82% Math; 89% Writing; 67% Science; 68% Learning Gains Reading and Math; 54% of lowest quartile Learning Gains in Reading; and 65% in Math. Did not make AYP. 2009-2010 - School Grade A; 85% proficient in Reading; 81% Math; 77% Writing; 62% Science; 66% Learning Gains in Reading; 69% Learning Gains in Math; 50% of lowest quartile made Learning Gains in Reading and 78% in Math; AYP not made.

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	1. Our administration strives to select new teachers that fit our vision, philosophy, and mission of the school. This encourages a climate conducive to our personal culture.	Sharon Kemp	On-going (continual)	
2	2. Continuous professional development is encouraged and supported by administration. Every effort is made to provide up-to-date training on research-based effective teaching methods and curriculum. Each teacher works on his/her own professional development goals. In this way, teachers continue to improve their skills and feel confident and competent in their jobs.	Sharon Kemp	On-going (continual)	
3	3. Professional Learning Communities Grade level teams select, read, and discuss appropriate professional books and implement the strategies learned into their daily teaching. Weekly grade level meetings are held to plan long range goals, discuss curriculum, and implement the newest standards in reading, math, writing, and science. Group sharing provides teachers a time to collaborate. These meetings provide teachers with the opportunity to share strategies, concerns, resources and materials.	Teachers	On-going (continual)	

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

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
39	7.7%(3)	5.1%(2)	28.2%(11)	59.0%(23)	28.2%(11)	100.0%(39)	17.9%(7)	10.3%(4)	30.8%(12)

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
Rachel Ryan	Lindsey Pafford	Grade-level	Weekly consultation; Informal meetings as needed providing ongoing support; Review New Educator Program requirements, Review school and district policy and curriculum guides to assure overall understanding of policies; Complete observation and evaluation forms; Assistance with development and implementation of Individual Professional Development Plan
Jodie Martin	Kendall Watson	Grade-level	Weekly consultation; Informal meetings as needed providing ongoing support; Review New Educator Program requirements, Review school and district policy and curriculum guides to assure overall understanding of policies; Complete observation and evaluation forms; Assistance with development and implementation of Individual Professional Development Plan
Laura Lawhon	Deana Davis	Grade-level	Weekly consultation; Informal meetings as needed providing ongoing support; Review New Educator Program requirements, Review school and district policy and curriculum guides to assure overall understanding of policies; Complete observation and evaluation forms; Assistance with development and implementation of Individual Professional Development Plan
Jennifer Anderson	Jill Prisco	Grade-level	Weekly consultation; Informal meetings as needed providing ongoing support; Review New Educator Program requirements, Review school and district policy and curriculum guides to assure overall understanding of policies;

			Complete observation and evaluation forms; Assistance with development and implementation of Individual Professional Development Plan

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

> Title I funds provide for supplemental materials, equipment, smaller teacher-pupil ratios, staff development, remediation, and parent involvement activities.

Title I, Part C- Migrant

> Migrant PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title I, Part D

> The district does not receive Title I, Part D funds.

Title II

> Title II, Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III

> The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless

> District Student Services Department assists in providing (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction (SAI)

> After-School remediation

Violence Prevention Programs

> Schools offer violence prevention and anti-drug programs which are supported by Title IV funds, the community, and Wakulla County Sheriff's Department.

Nutrition Programs

> Not applicable

Housing Programs

> Not applicable

Head Start

> Not applicable

Adult Education

> Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Sharon Kemp - Principal
Belinda McElroy – Assistant Principal
Laurie Beaton - Guidance Counselor
Lori McNally - Speech Language Pathologist
Terry Price - Reading Coach
Mary Fort - Staffing Specialist
FSU Psychology Intern
Teachers

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?

Classroom teachers sign up for IST (Intervention Support Team) meetings in the guidance office with meetings convening on Wednesday mornings beginning at 8:15 am in Guidance reception area. The MTSS Leadership Team addresses the needs of students identified as being at risk through teacher observations and assessments. The team works collaboratively to assist the teacher in developing and executing a plan of interventions to enable the student to be successful. A series of meetings occur over time with documentation of the student's progress in relation to the class as a whole which determines subsequent meetings and additional interventions. Ultimately, if in order to be successful the student requires a level of layering of intervention that cannot be maintained in the general education classroom, this group becomes a Child Study Team with the focus on possible ESE placement.

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?

MTSS Leadership Team will be represented at all SAC meetings to provide input and information regarding RtI. The MTSS Team will help to ensure that the School Improvement goals are carried out and the interventions that are identified are research based and appropriate for the individual needs of students.

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.

Reading: FAIR (Florida Assessments for Instruction in Reading) will be administered three times during the year. At grades K-8 all students will take the Broad Screen and the Broad Diagnostic Inventory, with targeted students being assessed with the Targeted Diagnostic Inventory. All data is entered into the PMRN (Progress Monitoring Reporting Network). Disaggregated data reports are then available to administrators, teachers and coaches to use in planning for instruction. Ongoing progress monitoring is utilized for Tier II and Tier III students between the assessment windows. This is also part of FAIR.
Math: Grades K-8 will administer the online STAR Math assessments in the fall, winter, and spring to all students for progress monitoring. This data is accessible through Renaissance Place website. Tier II and Tier III students will be given the GMADE from Pearson to determine specific needs in math instruction. This is a paper/pencil group administered math diagnostic. It is available for grades K-12.

Describe the plan to train staff on MTSS.

School-based MTSS team members will work with faculties to orient them to the district and school plans. A teacher packet has been created and is available to all teachers on the district website. Ongoing training will occur throughout the school year with some utilization of early release days. In addition, the school Intervention Support Team will serve as a training forum for teachers who are working with Tier II and Tier III students.

Describe the plan to support MTSS.

Monthly DATA Team Meetings: Create classroom "Watch -Lists", discuss intervention strategies, and monitor the progress of students in each Tier level throughout the year.

The Reading Coach and ESE Support Personnel meet with classroom teachers to share information and strategies about students who were already identified as Tier II or III.

Prior to MTSS/RtI meetings the classroom teacher will meet with the child's parent or guardian to discuss strengths, weaknesses, and intervention plan.

When needed the classroom teacher signs up in the guidance office for MTSS/RtI meeting to discuss students not making progress within the Tiers.

Manage MTSS/RtI calendar to make sure needed follow up meetings occur in a timely manner.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT consists of grade level chairs, the reading coach, media specialist, and assistant principal.

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

The LLT meets once a month to discuss and share strategies to improve student performance. The Team focuses on school wide literacy issues with the sole purpose to help all students to complete school requirements, and to meet the needs of everyday life.

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

Training on text complexity and close and careful reading and ensuring that both are central to lessons; Reviewing text available in classrooms and making recommendations for supplemental purchases to the school administrator; Reviewing common lesson plan templates to support text-dependent questions and evidence-based answers; Reviewing the amount of research and writing expected of students and reporting this information which will be used to create school-wide plans to strengthen instruction and learning in these areas.

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.

Medart Elementary Principal, Sharon Kemp met with the parents and students of Sopchoppy Educational Center (SEC) and explained registration requirements. In the spring, Pre-K students from WEC, SEC, and Trinity Lutheran Preschool, come to Medart Elementary for a Kindergarten Orientation. Children visit the kindergarten classrooms and tour the school with the Principal or Assistant Principal. Coordination of services and discussions between administrators and teachers from WEC, SEC,

and MES make for a smooth transition to kindergarten for the Pre-K students. At Open House, Kindergarten Orientation is provided for students and parents.

*Grades 6-12 Only

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

*High Schools Only

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

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:	A minimum of 33% of ALL students will meet reading proficiency by scoring at or above a level 3 on the 2013 Florida Comprehensive Assessment Test (FCAT) as compared to 31% of ALL students who met reading proficiency on the 2012 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (82)	33%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be challenged to develop higher-order thinking skills across the content areas	Teachers will use higher-order question stems to generate higher-order questions to use across the content areas.	Assistant Principal/ Reading Coach	Review of FCAT Trend	FCAT Trend Reports
2	Students perform at different levels. All students do not learn at the same pace.	Use FAIR data to differentiate instruction in reading. Whole Group and Small Group instruction based on student need, including remediation for targeted skills using FCRR activities, Harcourt Strategic Intervention Kit, REWARDS, and enrichment activities for higher achieving students.	Classroom teachers and Reading Coach	The school will continue to implement the FAIR assessments to monitor student progress. (District Reading Plan)	FAIR reports
3	New and transferring students	Teachers will provide clear learning goals and rubrics, track student progress and celebrate success; Teachers will provide 90 minutes of explicit, systematic, and uninterrupted reading instruction each day.	Classroom teacher	Oral Fluency checks and other progress monitoring assessments are given regularly to monitor student progress.	Progress Monitoring Assessments and Progress Reports
4	Absentees and tardies	Based on test data and on-going progress monitoring, students will be provided intensive instruction during the day specific to their area of need. This academic coach instruction will occur for 30 minutes of every day outside of the 90 minute reading block.	Teachers and paraprofessionals	Progress monitoring will occur daily to assess student progress.	STAR Reading, STAR Math, FAIR OPM, and/or FCAT Explorer FOCUS lessons

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:	51% of students tested will score Level 4 or above in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	51%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students with disabilities may not have opportunities to practice functional skills across multiple environments.	Students will learn and practice skills across environments in school and community.	ESE Teacher and Assistant Principal	Florida Alternate Assessment School Report Review	Florida Alternate Assessment School Report
2	Some students with disabilities may not have opportunities to practice functional skills across multiple environments.	Students will learn and practice skills across environments in school and community.	ESE Teacher and Assistant Principal	Florida Alternate Assessment School Report Review	Florida Alternate Assessment School Report

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:	A minimum of 38% of ALL students will meet/exceed reading proficiency by scoring at or above a level 4 on the 2013 Florida Comprehensive Assessment Test (FCAT) as compared to 36% of ALL students who met reading proficiency on the 2012 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (97)	38%

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	Higher achieving students may not be challenged by core curriculum or grade-level books.	Students are provided with research-based instruction utilizing the Harcourt StoryTown enrichment activities, Accelerated Reader supplemental program, and book studies for Tier I students. Differentiate instruction to provide enrichment through the use of content area materials, leveled readers and available technology.	Classroom teacher	Oral Fluency checks and other progress monitoring assessments are given regularly to monitor student progress.	Progress Reports
	Prior knowledge, text	Increase the rigor and	Teachers and	Classroom walkthrough,	Student

2	complexity	incorporate higher level questioning and critical thinking.	Reading Coach	observation and lesson plans	performance; FAIR and FCAT data
3	The limited number of hours for teachers to research, plan, and implement reading strategies.	Teachers will collaborate through scheduled weekly team planning sessions; teams will utilize the district reading plan and curriculum information.	Classroom teachers	Classroom walkthrough, observation and lesson plans	Lesson Plans, Team planning session notes

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:	N/A Less than 10 students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students on Alternate Assessment	N/A Less than 10 students on Alternate Assessment

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:	66% of students will make a learning gain in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (118)	66%

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 may need more than core instruction to achieve proficiency. Students may need supplemental instruction in one or more of the five areas of reading.	After-school remediation and enrichment academic programs will continue with funding provided by SAI, Title I, School Recognition, and other sources.	After school coordinator and Assistant Principal	After school coordinator and teachers will review student progress through materials tested.	FAIR OPM, weekly assessments
2	Students will not achieve at the same rate.	Use Target Groups and Watch Lists to track students in need of improvement.	Teachers, Assistant Principal and Reading Coach	Regularly scheduled review of data	Data Notebooks

| 3 | Students struggling with fluency cannot comprehend what they read. | Training will be provided for parents and teachers highlighting basic reading techniques using appropriate Title I materials, as provided by the Wakulla County Title I Parent Involvement Plan. FOCUS Florida Achieves and Daily 5 will be included in training. | Assistant Principal and Title I District Coordinator | Review Parent Logs/Assess teacher participation | Parent Logs/Workshops Logs |

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:	N/A Less than 10 students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students on Alternate Assessment	N/A Less than 10 students on Alternate Assessment

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:	64% of students in lowest quartile will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (175 students)	64%

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 and transferring students; Students who need more than core instruction to achieve proficiency; Loss of Revenue	Teachers school-wide will use data to create Target Groups and Watch Lists in order to support these students.	Teachers/ Principal/Assistant Principal/ Reading Coach	Progress monitoring with Data Folders	FAIR On-going Progress Monitoring; Teacher/Classroomdata collection
	Students who need more than core instruction to achieve	Small group targeted instruction using Harcourt Storytown	Reading Coach	Student progress is assessed using FAIR Ongoing Progress	FAIR OPM data

2	proficiency.	Strategic Intervention Kit in addition to other Tier II and Tier III interventions.		Monitoring (OPM) three times a year. Percent of students making adequate progress toward benchmark is calculated.	
3	Using strategies and instructional supplements with fidelity	Targeted Differentiated instruction using Harcourt intervention materials, PALS, REWARDS and other approved curricular resources. Investigate the use of Tune Into Reading with lower quartile	Administration, Reading Coach, Classroom Teacher	Evidenced through Classroom walkthroughs and lesson plans	Lesson plans and walkthrough logs.

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 # 71% of students tested will demonstrate proficiency. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	71%	74%	77%	80%	

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:	Students in subgroups by ethnicity will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70% Black: 35%	White: 73% Black: 56%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students of diverse ethnicities may not relate to materials used in reading.	Plan supplemental instruction/ Intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. Harcourt Storytown Curriculum presents stories about diverse ethnicities.	Reading Coach, Classroom teachers	Student progress is assessed using FAIR 3 times a year for all students receiving Tier 2 supplemental instruction. Percentage of students making adequate progress toward benchmark is calculated.	FAIR data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

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

of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's inability to understand language of materials presented.	Use multi-lingual materials provided with Harcourt Story Town curriculum with ELL students when needed.	Teachers/ Assistant Principal/Reading Coach	Review of Harcourt StoryTown Assessments / FAIR data	Harcourt Story Town Assessments / FAIR

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	47% of SWD will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of SWD made satisfactory progress	47%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have the ability to work independently on grade level; Loss of resources limits number of certified instructional staff to implement interventions.	Identify SWD and provide small group instruction with accommodations and support to scaffold students to grade-level curriculum including Daily 5 and SRA reading instruction.	ESE Teacher/Assistant Principal	On-going progress monitoring with teacher-made assessments, Tier III appropriate interventions.	Intervention Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	64% of Economically Disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of ED students made satisfactory progress	64%

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	Current economic climate resulting in stressful home situations for economically disadvantaged students.	Training will be provided for parents and teachers highlighting basic reading techniques using appropriate Title I materials, as provided by the Wakulla County Title I Parent Involvement Plan.	Assistant Principal and Title I District Coordinator	Review Parent Logs/Assess teacher participation	Parent Logs/Workshop and Conference Logs

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
Professional Development for reading strategies will continue to be provided for teachers.	All grade levels K-5	Reading Coach; Classroom Teachers	School-wide	July 2012-June 2013	Individual Professional Development Plans	Principal
Common Core Standards Training	K-2	Beth Mims	District-wide	July 2012 and Ongoing	Classroom observations; Lesson Plans; Grade-level meeting notes	Administration; Classroom teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FAIR	Substitutes	District Funds	$1,500.00
Read to Self/Read to Someone Daily 5/The Cafe	Student Book Boxes	General Fund	$600.00
			Subtotal: $2,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Renaissance Place	Reading	General Fund	$3,514.00
Encourage greater utilization of software and websites for reading	Discovery Education / United Streaming	Title I	$500.00
Encourage greater utilization of software and websites for reading	Brainpop / Brainpop Jr.	Title I	$400.00
Encourage greater utilization of software and websites for reading	Tune In to Reading	District Funds	$0.00
Performance Matters		District Funds	$825.00
			Subtotal: $5,239.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book studies for professional development	Books	General funds	$2,000.00
		Subtotal: $2,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Camp TEAM	After-school remediation/enrichment	SAI Funds	$7,000.00
		Subtotal: $7,000.00	
		Grand Total: $16,339.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	
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				

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:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
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				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	At least 31% of students will achieve Level 3 proficiency (or above) on FCAT in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (76 students)	31%

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 may not be challenged to develop higher-order thinking skills across the content areas	Teachers will use higher-order question stems to generate higher-order questions to use across the content areas.	Assistant Principal/ Reading Coach	Review of FCAT Trend	FCAT Trend Reports
2	Students whose score from previous year decreased a level.	Mathematics progress will be periodically assessed utilizing assessment from the following: FCAT Explorer, STAR Math, Education City, CPALMS, FOCUS, and PRIME.	Assistant Principal and Classroom Teacher	Review of Math Assessments will be provided to teachers	Progress Monitoring and STAR Math
3	Students need more hands-on use of manipulatives to understand math concepts.	Explicit math instruction using GoMath curriculum and math manipulatives.	Assistant Principal and Classroom Teacher	Review of Math Assessments	Harcourt GoMath Assessments (text and online)

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students whose score from previous year decreased a level.	Mathematics progress will be periodically assessed utilizing	Assistant Principal and Classroom Teacher	Review of Math Assessments will be provided to teachers	Progress Monitoring and STAR Math

1		assessment from the following: FCAT Explorer, STAR Math, Education City, CPALMS, FOCUS, and PRIME.			

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:	At least 35% of students will achieve above proficiency (Levels 4 and 5) on FCAT in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (87)	35%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of Revenue	FCAT links will be added to the school web sitefor parents and students to explore. After school remedial and enrichment academic programs will continue with funding provided by Title I, School Recognition and other sources.	Principal, Assistant Principal, After-School Coordinator	Maintain a record of strategies and outcomes.	FCAT Scores
2	All students will not be challenged by the core curriculum.	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math enrichment components. Build basic computation skills through repetition and application of those skills towards real world problem solving.	Classroom Teachers/Assistant Principal	Progress monitoring will occur daily to assess student progress.	Benchmark Assessments/ FCAT Scores

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:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	69% of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (122 students)	69%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Adequate time for teachers to review data and plan for instruction	Use Performance Matters/FOCUS to analyze achievement data to determine at-risk students in need of intensive remediation. Progress will be assessed with fidelity utilizing reports for the following: FCAT Explorer, Education City, CPALMS, PRIME and FOCUS. Extra support will be given to Tier II and Tier III students as designated.	Classroom Teachers	Review of Math Assessments: FCAT Explorer, Education City, CPALMS, and FOCUS.	PRIME, FCAT Explorer, Education City, CPALMS, and FOCUS.
2	Students who need more than core instruction to achieve proficiency; Lack of student motivation due to stressful home situations resulting from the current economic climate.	An additional 30 minutes of Academic Coach time will be scheduled for all grade levels to address needs of Tier I, Tier II, and Tier III students.	All teachers and paraprofessionals.	Progress monitoring will occur daily to assess student progress.	STAR Math, PRIME, FCAT Explorer, CPALMS

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:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

| | | 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:	21% of students in lowest quartile will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (38)	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	Students who need more than core instruction to achieve proficiency; Lack of student motivation due to stressful home situations resulting from the current economic climate.	FCAT links will be added to the school web site for parents and students to explore. After school remedial and enrichment academic programs will continue with funding provided by Title I, School Recognition and other sources. Students participating will include, but not limited to, subgroups with an IEP (Individual Educational Plan), and subgroups not meeting 10% improvement in math from the 2011-12 SY.	Classroom Teachers	Maintain a record of strategies and interventions utilized with the lowest percentile.	MTSS process
2	Absentees and tardies	An additional 30 minutes of Academic Coach time will be scheduled for all grade levels to address needs of Tier I, Tier II, and Tier III students.	All teachers and paraprofessionals.	Progress monitoring will occur daily to assess student progress.	STAR Math, PRIME, FCAT Explorer, CPALMS

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 # 66% of students tested will demonstrate proficiency. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	66%	69%	73%	76%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of students in subgroups making satisfactory progress in mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 63% Black: 52%	White: 67% Black: 56%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with real-world math problem-solving; Lack of skills required to succeed with core instruction alone.	Students will be identified for targeted instruction; GoMath Strategic Intervention; GoMath Soar to Success.	Classroom Teachers, Assistant Principal	Maintain a record of strategies and interventions utilized with the lowest percentile.	Gmade, and Star Math; Harcourt Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

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:	43% of students tested will demonstrate proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (students)	43%

	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	Not all students learn at the same rate.	Tier I: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.	Assistant Principal	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).
2	Students may require additional instruction in order to achieve proficiency.	Tier II: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Assistant Principal Classroom Teachers	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation and Common Core Math Standards administered weekly.
3	Students may not possess skills required to succeed on grade-level curriculum.	Tier III: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	RtI Team	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation and Common Core Math Standards administered weekly.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	58% of Economically Disadvantaged students will demonstrate proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (students)	58%

	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
	Absentees; students who need more than core instruction to achieve	Students at all levels will receive highly qualified instruction.	Classroom teachers	Computer diagnostic test will be given throughout the year.	Star Math

1	proficiency; Lack of student motivation due to stressful home situations resulting from the current economic climate.				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Mathematics Workshop	K-1	Linda Walker	District-wide	July 2012	Lesson plans; classroom observations	Principal Assistant Principal Classroom teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID	Student binders and planners	Title I	$375.00
			Subtotal: $375.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage greater utilization of software and websites	Discovery Education - United Streaming	General Fund and/or Title I	$500.00
Encourage greater utilization of software and websites	Brainpop / Brainpop Jr.	General Fund and/or Title I	$400.00
Performance Matters		District Funds	$825.00
			Subtotal: $1,725.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math Standards Training	Math consultant	District Title I	$1,750.00
			Subtotal: $1,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,850.00

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:	At least 44% of students will achieve proficiency (Level 3) on FCAT in science.			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	43%	44%			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hands-on experiences for science.	Continue delivery of inquiry-based instruction through the adopted science textbook, supplemental materials and demonstration kit aligned with the NGSSS. Utilize Brain Pop, Brain Pop Jr., National Geographic website, Discovery Education Streaming, and FCAT Explorer to introduce and develop science concepts.	Classroom Teachers	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	Report Cards, FCAT, Administrative walkthrough log and lesson plans.
2	Lack of background knowledge of Life Science. Parents may lack knowledge of standards and what is expected for proficiency in science.	Project Learning Tree Week yearly with local experts presenting workshops. Educate parents during Parent Night on NGSSS so students can be supported at home and school.	Administration, Classroom Teachers, Project Learning Tree Committee	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	Science Fair projects, Report Cards, FCAT, Administrative walkthrough log and lesson plans.
3	Students may not understand the vocabulary needed to comprehend science concepts.	Science texts will be integrated in reading instruction and core subjects in a variety of engaging activities to promote the understanding of the scientific process. Incorporate science vocabulary into weekly reading vocabulary	Administration, Classroom Teachers	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	Report Cards, FCAT, Administrative walkthrough log and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

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:	At least 24% of students will achieve above proficiency (Level 4 or 5) on FCAT in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (21 students)	24%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hands-on experiences for science. Limited experience with the scientific method.	Continue delivery of inquiry-based instruction through the adopted science textbook, supplemental materials and demonstration kit aligned with the NGSSS. Utilize Brain Pop, Brain Pop Jr., National Geographic website, Discovery Education Streaming, and FCAT Explorer to introduce and develop science concepts.	Classroom Teachers	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	Report Cards, FCAT, Administrative walkthrough log and lesson plans.
2	Lack of background knowledge of Life Science. Parents may lack knowledge of standards and what is expected for proficiency in science.	Project Learning Tree Week yearly with local experts presenting workshops. Educate parents during Parent Night on NGSSS so students can be supported at home and school.	Administration, Classroom Teachers, Project Learning Tree Committee	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	Science Fair projects, Report Cards, FCAT, Administrative walkthrough log and lesson plans.
3	Students may not understand the vocabulary needed to comprehend science concepts	Science texts will be integrated in reading instruction and core subjects in a variety of engaging activities to promote the understanding of the scientific process. Incorporate science vocabulary into weekly reading vocabulary lists.	Administration, Classroom teachers	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	Report Cards, FCAT, Administrative walkthrough log and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue delivery of science instruction through the Scientific Method displayed with Science Fair Presentations.	Science Fair	General Revenue, Title I	$200.00
		Subtotal: $200.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage greater utilization of science oriented software and websites	Discovery Education /United Streaming	General Revenue, Title I	$500.00
Performance Matters		District Funds	$825.00
		Subtotal: $1,325.00	
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
Participate in Project Learning Tree Week lessons and activities for primary and intermediate students with additional PLT Training.	Project Learning Tree	General Revenue	$200.00
			Subtotal: $200.00
			Grand Total: $1,725.00

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:	68% of students will achieve FCAT level 3 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (62 students)	68%

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	Adequate time for teachers to plan and share as a team writing strategies and review the district wide rubrics	Weekly grade level planning sessions which will include sharing of writing strategies and review of the district rubrics.	Grade Level Chairs, Classroom Teachers	Increase in the number of students scoring a level 4 or above on Wakulla Writes!, FCAT writing, and daily classroom writing.	Increase Wakulla Writes! Scores and 4th grade FCAT writing Scores.
2	Students have limited opportunities to present their writing in the form of public speech.	Opportunities will be provided for students to share their writing through public speaking and other avenues in order to build reader awareness and selfesteem. This will include a portfolio of two selections of their writings which will be passed on to their next teacher. (Tropicana Speech and SAVE essays)	Assistant Principal and district Level Title I Coordinator.	Students will be able to share their writings and speeches via the Morning Broadcast.	Observation of Morning Broadcasts
	Students perform at different levels; Instruction must be differentiated to meet	Give students more practice and identify areas in need for targeted instruction. An	Teachers/Assistant Principal	Review of FCAT Writes Assessments	FCAT Writes Assessments

| 3 | the needs of varying skill levels. Students may need targeted practice in writing timed assessments | additional 30 minutes of Academic Coach time will be scheduled for all grade levels to address needs of students. | | | |

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:	N/A Less than 10 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students	N/A Less than 10 students

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

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

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

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

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
Encourage greater utilization of software and websites for writing	Discovery Education / United Streaming	Title I	$500.00

Encourage greater utilization of software and websites	BrainPop / BrainPop Jr.	Title I	$400.00
Performance Matters		District Funds	$825.00
			Subtotal: $1,725.00

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: $1,725.00

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:	95% of students will attend school during the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (547 students)	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
42% (227 students)	40%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
43 students	40 students

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	Illness	Stress hand washing/sanitizing routines in the classroom.	Principal, Classroom Teachers	Daily Attendance Records	End of Year Attendance Percentage Record
2	Parent perception of importance of daily attendance	Parent contact and education	Principal, Classroom teachers, Attendance Clerk	Daily Attendance Records	Daily Attendance Records Report Card Grades
3	Transportation Issues	Encourage students to ride the bus	Principal, Transportation Department	Review Bus FTE Report	Bus FTE Report, Attendance Records

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
Report cards of students with perfect attendance will reflect a one point increase in final average of academic subjects.	Student Recognition; Ribbons, Trophies, Certificates	General Fund and/or Title I	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

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:	The number of suspensions will decrease.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

0%		0%		

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0%	0%

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	10

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	10

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental support	Principal will encourage students to be respectful of others on morning announcements.	Principal	Suspension Rate	Student Referrals
2	Economic climate leading to increased stressful home situations for students	Good citizenship will be modeled, displayed, encouraged, and rewarded. "Be a Buddy, Not a Bully" presentations will be given to all grade-levels; "Going Above and Beyond" citizenship pep rallies and award assemblies will occur at the mid-point and end of each quarter.	Principal; Asst. Principal	Principal will keep track of Student Referrals	Student Referrals
3	Economic climate leading to increased stressful home situations for students	The PBS Committee meets monthly to discuss the needs/concerns of our students, parents, faculty, and paraprofessionals, including lunchroom behavior and safety concerns.	PBS Chair	Committee takes an active role in behavior decisions, and assigns mentors for students with behavior problems.	Student Referrals

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.

			Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Leader in Me Conference	K-5	Stephen Covey	1 teacher each from K-1, 2-3, 4-5 and assistant principal (4 total)	January 2013	Attending teachers will present information from conference to faculty and staff; Expectations are for school-wide implementation.	Administration

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
The Leader in Me (leadership program designed to impact academics, behavior, and parent involvement.)	Conference	General Fund	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parents will be encouraged to participate in their child's education.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
13%	14%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent schedules	The school will hold afternoon/evening meetings to provide parents with information regarding FCAT, State Standards, and strategies to use in helping their child academically.	Assistant Principal	Website will provide parents with all upcoming activities to help with their child.	Website Counter
2	Transportation issues	Parents are invited and encouraged to actively participate in our volunteer program.	Volunteer Coordinator, District Level Coordinator	Volunteer information will be on the District and School Homepage.	Volunteer Sign-ins
3	Parent work schedule conflicts	Parents will be involved in determining how Title I funds are spent through involvement in the SAC and development of the SIP and the Title I Plan.	SAC (School Advisory Council) Chair and School Title I Coordinator	SAC (School Advisory Council) will participate in the allocations of Title I Funds.	Agendas and minutes
4	Access to internet	Parents are invited to go online to participate in district climate surveys.	District Coordinator	Survey results are assessed	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
Staff/Teacher Training Using Volunteers; Role and Responsibility of the Teacher	K-5	Janice Williams, Volunteer Coordinator	School-wide	October faculty meeting	Collect data on number of volunteer hours; volunteer surveys	Volunteer Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school will hold afternoon/evening meetings to provide parents with information regarding FCAT, Common Core and Next Generation State Standards, and strategies to use in helping their child academically.	Title I Parental Involvement workshops	Title I, District Parental Involvement Categorical Fund	$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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FAIR	Substitutes	District Funds	$1,500.00
Reading	Read to Self/Read to Someone Daily 5/The Cafe	Student Book Boxes	General Fund	$600.00
Mathematics	AVID	Student binders and planners	Title I	$375.00
Science	Continue delivery of science instruction through the Scientific Method displayed with Science Fair Presentations.	Science Fair	General Revenue, Title I	$200.00
Parent Involvement	The school will hold afternoon/evening meetings to provide parents with information regarding FCAT, Common Core and Next Generation State Standards, and strategies to use in helping their child academically.	Title I Parental Involvement workshops	Title I, District Parental Involvement Categorical Fund	$2,000.00
				Subtotal: $4,675.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Place	Reading	General Fund	$3,514.00
Reading	Encourage greater utilization of software and websites for reading	Discovery Education / United Streaming	Title I	$500.00
Reading	Encourage greater utilization of software and websites for reading	Brainpop / Brainpop Jr.	Title I	$400.00
Reading	Encourage greater utilization of software and websites for reading	Tune In to Reading	District Funds	$0.00
Reading	Performance Matters		District Funds	$825.00
Mathematics	Encourage greater utilization of software and websites	Discovery Education - United Streaming	General Fund and/or Title I	$500.00
Mathematics	Encourage greater utilization of software and websites	Brainpop / Brainpop Jr.	General Fund and/or Title I	$400.00
Mathematics	Performance Matters		District Funds	$825.00
Science	Encourage greater utilization of science oriented software and websites	Discovery Education /United Streaming	General Revenue, Title I	$500.00
Science	Performance Matters		District Funds	$825.00
Writing	Encourage greater utilization of software and websites for writing	Discovery Education / United Streaming	Title I	$500.00
Writing	Encourage greater utilization of software and websites	BrainPop / BrainPop Jr.	Title I	$400.00
Writing	Performance Matters		District Funds	$825.00
				Subtotal: $10,014.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book studies for professional development	Books	General funds	$2,000.00

Mathematics	Common Core Math Standards Training	Math consultant	District Title I	$1,750.00
Suspension	The Leader in Me (leadership program designed to impact academics, behavior, and parent involvement.)	Conference	General Fund	$2,500.00
				Subtotal: $6,250.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Camp TEAM	After-school remediation/enrichment	SAI Funds	$7,000.00
Science	Participate in Project Learning Tree Week lessons and activities for primary and intermediate students with additional PLT Training.	Project Learning Tree	General Revenue	$200.00
Attendance	Report cards of students with perfect attendance will reflect a one point increase in final average of academic subjects.	Student Recognition; Ribbons, Trophies, Certificates	General Fund and/or Title I	$2,000.00
				Subtotal: $9,200.00
				Grand Total: $30,139.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/14/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council meets at least 4 times during the course of the school year to review testing data, Climate Survey results, develop goals and strategies, and monitor the progress toward achieving the goals and strategies or suggest changes. At each meeting minutes from the previous meeting are reviewed. Members and administrators provide updates for each goal set forth in the plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Wakulla School District
MEDART ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	79%	78%	60%	298	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%	53%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	51% (YES)			112	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					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Wakulla School District
MEDART ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	81%	57%	299	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%	60%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	64% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested