

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WINDING WATERS K-8

District Name: Hernando

Principal: Dave Dannemiller

SAC Chair: Jess Maeder

Superintendent: Bryan Blavatt

Date of School Board Approval: November 6th 2012

Last Modified on: 10/17/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
Assis Principal	Kristina Garofano	M.Ed. Education Leadership, University of South Florida, B.S. Art Education, Culver-Stockton College Certifications: Educational Leadership K-12 Elementary Education K-6	1	1	Winding Waters K-8 2012-2013, Assistant Principal, School Grade "B", 70% Meeting High Standards in Reading, 59% Meeting High Standards in Math, 77% Meeting High Standards in Writing, 41% Meeting High Standards in Science, 69% Making Learning Gains in Reading, 68% Making Learning Gains in Math, 77% Making Learning Gains Reading Lowest 25th, 61% Making Learning Gains Math Lowest 25%, 522 Points Earned Explorer K-8 2010-2011, Teacher on Administrative Assignment, School Grade "B", 67% Meeting High Standards in Reading, 66% Meeting High Standards in Math, 67% Meeting High Standards in Writing, 46% Meeting High Standards in Science, 58% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 68% Making Learning Gains in Reading Lowest 25%, 71% Making Learning Gains in Math Lowest 25%, 77% AYP

Principal	Dave Dannemiller	BS in Elementary Education from Bowling Green State University Master's Degree in Educational Leadership from the University of South Florida Certification: Elementary Education, Middle School Math, Educational Leadership	17	<p>2011-2012 Principal, Principal, Winding Waters K-8, Grade B - High Standards: Reading-70%; Math-59%; Writing-77%; Science-41% Learning Gains: Reading-69%; Math-68% Lowest %ile Learning Gains: Reading-77%; Math-61%</p> <p>2010-2011 Principal, Powell, Grade A - High Standards: Reading-73%; Math-68%; Writing-74%; Science-43% Learning Gains: Reading-65% Math 71% Lowest %ile Learning Gains: Reading-63% Math-71% AYP Criteria-85%</p> <p>2009-2010 Principal, Powell, Grade B - High Standards: Reading-68%; Math-65%; Writing-83%; Science-40% Learning Gains: Reading-61% Math 69% Lowest %ile Learning Gains: Reading-62% Math-68% AYP Criteria-87%</p> <p>2008-2009 Principal, Powell, Grade B - High Standards: Reading-67%; Math-61%; Writing-79%; Science-25% Learning Gains: Reading-65% Math 68% Lowest %ile Learning Gains: Reading-68% Math-65% AYP Criteria-74%</p> <p>2007-2008 Principal, Pine Grove, Grade A - High Standards: Reading-80%; Math-78%; Writing-71%; Science-42% Learning Gains: Reading-66% Math 63% Lowest %ile Learning Gains: Reading-57% Math-68% AYP Criteria-100%</p> <p>2006-2007 Principal, Pine Grove, Grade A - High Standards: Reading-81%; Math-77%; Writing-66%; Science-51% Learning Gains: Reading-65% Math 59% Lowest %ile Learning Gains: Reading-60% Math-67% AYP Criteria-100%</p> <p>2005-2006 Principal, Pine Grove, Grade A - High Standards: Reading-77%; Math-78%; Writing-79%; Learning Gains: Reading-65% Math 64% Lowest %ile Learning Gains: Reading-57% AYP Criteria-97%</p> <p>2004-2005 Principal, Pine Grove, Grade A - High Standards: Reading-80%; Math-79%; Writing-76%; Learning Gains: Reading-65% Math 63% Lowest %ile Learning Gains: Reading-61% AYP Criteria-100%</p>
-----------	------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

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)
No data submitted				

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	Winding Waters K-8 advertises teacher vacancies through the district provided SearchSoft system. Postings are advertised for internal district candidates and then external candidates if necessary. Once hired, teachers are provided mentors who assist with procedures and policies at the district and school level.	Administration	Mentoring is done throughout the year. Interviews as necessary	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	2.9%(2)	32.4%(22)	29.4%(20)	17.6%(12)	16.2%(11)	100.0%(68)	8.8%(6)	2.9%(2)	39.7%(27)

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
Jackie DeSario (Lead Mentor) Elementary Assistant	The lead mentor will oversee and assist with the implementation of the mentor program.	The lead mentor is selected based upon leadership skills and demonstration of sustained effective teaching practices. The lead mentor has the CET certification.	The lead mentor will provide the required paperwork to mentors and turn it into district office by the deadline. She will oversee the mentor relationship, provide assistance and guidance to mentors and mentees.
Debbie Torres	Carissa Moran	Each mentee is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher has their CET certification.	The mentor will work side by side with the mentee to model effective teaching strategies, provide support, resources, and review schoolwide and classroom procedures on and ongoing basis. The mentor will meet with the mentee regularly to provide this assistance. In addition all new teachers will receive support from their team members, team leaders, specialists, and administration.
		Each mentee is assigned a mentor who is selected based upon	The mentor will work side by side with the mentee to model effective teaching strategies, provide support, resources, and review schoolwide and classroom procedures on and

Laine Istvan	Kathy Muriel	demonstration of sustained effective teaching practices. The mentor teacher has their CET certification.	ongoing basis. The mentor will meet with the mentee regularly to provide this assistance. In addition all new teachers will receive support from their team members, team leaders, specialists, and administration.
Dana El Yamani	Bethany Mathenia	Each mentee is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher has their CET certification.	The mentor will work side by side with the mentee to model effective teaching strategies, provide support, resources, and review schoolwide and classroom procedures on and ongoing basis. The mentor will meet with the mentee regularly to provide this assistance. In addition all new teachers will receive support from their team members, team leaders, specialists, and administration.
Josephine Maher	Melissa Bruzdewicz	Each mentee is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher has their CET certification.	The mentor will work side by side with the mentee to model effective teaching strategies, provide support, resources, and review schoolwide and classroom procedures on and ongoing basis. The mentor will meet with the mentee regularly to provide this assistance. In addition all new teachers will receive support from their team members, team leaders, specialists, and administration.
Barb Weiss	Jennifer Ladd	Each mentee or buddy is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher has their CET certification.	The mentor will work side by side with the mentee to model effective teaching strategies, provide support, resources, and review schoolwide and classroom procedures on and ongoing basis. The mentor will meet with the mentee regularly to provide this assistance. In addition all new teachers will receive support from their team members, team leaders, specialists, and administration.
Kelli Mapes	Christine Fallet	Each mentee or buddy is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher has their CET certification.	The mentor will work side by side with the mentee to model effective teaching strategies, provide support, resources, and review schoolwide and classroom procedures on and ongoing basis. The mentor will meet with the mentee regularly to provide this assistance. In addition all new teachers will receive support from their team members, team leaders, specialists, and administration.

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, Part C- Migrant

Title I, Part D

Title II

Winding Waters K-8 School will use its 2012-2013 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, and PS/RtI. Select Winding Waters K-8 School teachers will also participate in district-wide Title II-funded professional development programs involving Next Generation Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), and Charlotte Danielson's Framework for Effective Teaching & Learning. All Title II-funded professional development programs at Winding Waters K-8 School were planned to support the district's strategic plan; 2012-2013 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.

Title III

All of Winding Waters K-8 School English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Winding Waters K-8 School mainstream classrooms that serve ELLs. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Winding Waters K-8 School ESOL lead teacher will attend the annual state TESOL conference to acquire training and resources on effective ELL strategies that they can then train Winding Waters K-8 School mainstream classroom teachers to incorporate into their lessons. Title III funds will also be used to train Winding Waters K-8 School ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like English Discoveries, Orchard, and Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies. Title III funds will also provide extended day/year programs for Winding Waters K-8 School ELLs; extended day/year programs will be offered to all of Winding Waters K-8 School ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs will be held in June. Transportation home from extended day/year programs will be provided through Title III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A)-funded programs and services.

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District Student Services Dept. staff and school level guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.

Nutrition Programs

As part of the district's Food & Nutrition Dept., Winding Waters K8 cafeteria staff provide balanced, attractive, well-prepared meals with good variety; provide courteous, friendly service; meet high sanitary standards; are receptive to students' ideas

and suggestions; and constantly strive for improvement. Winding Waters K8 cafeteria staff provide free and/or reduced-price lunches for students who qualify to participate in the U.S. Department of Agriculture's National School Lunch Program.

Housing Programs

Head Start

Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (4) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dave Dannemiller, Principal
Kristina Garofano, Assistant Principal
Jackie DeSario, Elementary Assistant/RtI Coordinator
Dana El Yamani, Assessment Teacher
Kimberly Johns, Guidance/Social Worker
Sondra Terry, School Psychologist
Theresa Estrada, Social Worker

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 primary focus of the School-Based RtI Leadership Teams (SBLT) is to disaggregate school and grade level data.

The School-Based RtI Leadership Team (SBLT) meet monthly and review the following:

- *Review screening data/assessments to link to instructional support and decisions
- *Review assessments and progress monitoring data for students to identify those students at high or moderate risk of not making the benchmarks
- *Meet to problem solve effective strategies to assist staff and students; evaluate implementation and make decisions
- *Review data to ensure fidelity in the implementation of Tier 2 and Tier 3 interventions
- *Assist the grade level teams with the RtI process and meet with them monthly to review data and any other concerns about students in need of problem solving and interventions

Administration:

- *Provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing RtI
- *Ensure the implementation and fidelity of intervention support and documentation
- *Ensure adequate professional development to support RtI implementation
- *Communicate with parents regarding school-based RtI plans and activities

Elementary Assistant/RtI Coordinator:

- *Coordinate the SBLT meeting and School-Based RtI parent meetings
- *Assist teacher with writing research based interventions
- *Provide professional development to support RtI implementation
- *Assist with the development and analysis of Tier 2 and Tier 3 interventions plans
- *Communicate with parents regarding school-based RtI plans and activities

Assessment Teacher:

- *Develop formats necessary to manage and display data; provides professional development and support to teachers and staff regarding data management and analysis
- *Assist with the development and analysis of Tier 2 and Tier 3 interventions plans
- *Coordinate all assessment schedules for the school

Guidance Counselor/Social Worker:

- *Assist with the development and analysis of Tier 2 and Tier 3 intervention plans and provide interventions when needed
- *Collaborate with and supports classroom teachers in implementing Tier 2 and Tier 3 behavior interventions

Behavior Specialist:

- *Participate in student behavior data collection
- *Integrate behavior intervention/instruction and delivery of Tier 2 and Tier 3 with teachers
- *Collaborate with and supports classroom teachers in implementing Tier 2 and Tier 3 behavior interventions

Classroom Teacher:

- *Conference with parents to discuss academic/behavioral interventions and progress
- *Provide information about core instruction
- *Participate in student data collection
- *Deliver Tier 1 instruction
- *Collaborate with other staff members to develop and deliver Tier 2 and Tier 3 intervention
- *Integrate Tier 1 materials/instruction with Tier 2 and Tier 3 activities

Inclusion/Resource Teacher(s):

- *Participate in student data collection
- *Collaborate with teachers to integrate core instruction into the Tier 2 or Tier 3 instruction
- *Deliver Tier 2 and Tier 3 interventions

The RtI School Based Leadership Team will meet monthly to engage and review the following: Review any screening data to link to instructional support and decisions; review assessments and progress monitoring data for students to identify those students at high or moderate risk of not making benchmarks and those meeting/exceeding grade level and classroom level benchmarks; meet to collaborate in problem solving techniques and strategies to assist staff and students, share effective practices, evaluate implementation, make decisions, and practice new processes and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation; review data to ensure fidelity in the implementation of Tier 2 and 3 interventions. The RtI Coordinator will assist the grade level teams with the RtI process and meet with them bimonthly to review data and any other concerns about students in need of problem solving and interventions.

The RtI School Based Leadership Team will meet with teachers and parents on Thursdays throughout the school year to evaluate data and monitor progress. The RtI Leadership Team will focus on ensuring that teachers and parents have a strong understanding of the RtI process. The teachers will have the support of all members of the leadership team on a regular basis. The RtI leadership team will review data on all levels to determine if school based/individual interventions are effective.

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 members of the School-Based RtI Leadership Team met with administration to develop the School Improvement Plan. The team provided information and data on Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; and assisted with setting expectations for instruction and interventions.

The School-Based RtI Leadership Team will monitor the School Improvement Plan utilizing progress monitoring data. The SBLT will work with instructional staff to determine anticipated barriers and the strategies that would need to be implemented to achieve goals written into the School Improvement Plan.

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.

FCAT
Performance Matters Progress Monitoring Assessments
District Writing Prompts
Treasures (Weekly Tests/Unit Tests)
Triumphs – Tier 2 and 3 (Assessment Data)
SuccessMaker Data
Fast Forward
Edline
FCAT Explorer
PMRN - FAIR Data

Describe the plan to train staff on MTSS.

Members of the RtI Leadership Team will meet with each grade level one time a month during planning to train and monitor the fidelity of the RtI process. Throughout the year, RtI professional development will be provided in any areas of need. There will be scheduled RtI support meetings for teachers, when necessary, to provide teachers with individualized help in tracking data, interventions, charting data, and making instructional decisions based on data.

Describe the plan to support MTSS.

The SBLT will provide ongoing training and support to the school staff and faculty throughout the school year. RtI training will be presented to the staff on a weekly basis for the first semester. Support will be provided to the staff on a continuous basis as needed or requested. Members of the SBLT will attend any district RtI trainings that are offered. The SBLT will request that the district team meet with them two times this school year for support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Liz Marion (Chair)
Dave Dannemiller (Principal)
Kristina Garofano (Assistant Principal)
Leni Payne (ESE)
Sue Demaris (Grade 3)
Melynda Rydbom (Grade 1)
Tracy Maeder (Grade 2)
Kelli Mapes (Grade 4)
Dana El Yamani (Assessment)
Magaret Matera (K)
Barb Weiss(Grade 5)

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

The LLT will meet monthly and as needed throughout the 2012-2013 school year. The team will review school-wide data and determine the literacy goals of the school. The LLT will work to provide opportunities for parental involvement and develop school-wide initiatives to target areas of weakness. The LLT will discuss current reading strategies and provide models of best practices throughout the school. The various roles of the LLT will be to increase parental involvement, motivate students to read, and provide teachers with support and strategies for reading instruction.

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

The major initiatives of the LLT this year will be to provide teachers higher order questioning strategies and continue the Reading Counts program in grades K-5, which provides incentives to students as well as comprehension practice. Other

events will include: Monthly themed library nights, Reading Counts challenges, Dr. Seuss Night, Movie/Book Nights, Book Spotlights on our morning show, and a Reading Counts store for students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*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:	The percentage of students in Grades 3-5 achieving proficiency in Reading (Level 3) will increase from 35% to 38% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (121)	38% (220)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration, team leaders	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Lack of student motivation to independently read.	Provide incentives and challenges to encourage and motivate students to independently read and participate in the Reading	LLT, Media Specialist, Administration	Through Reading Counts reports, the Literacy Leadership Team, Grade Level Teams and Classroom Teachers will	Reading Counts, FAIR, FCAT

		Counts Program.		monitor the points earned by students through the Reading Counts Program.	
5	Lack of opportunities for students to answer evidence based questions and develop critical thinking skills.	Grade level teams will attend PLCs focused on the Common Core Standards and work collaboratively to develop strategies to teach these skills to their students.	Administration, Grade Level Teams, Classroom Teachers	Classroom walkthrough observations will monitor the implementation of the action plans developed by the grade level teams.	Walkthrough data and observations, FAIR, FCAT, Pearson Digital Learning SuccessMaker 5 Reports, FCIM data Teacher Created Assessments
6	Lack of using data to drive instruction on a daily basis.	Teachers will utilize Pearson Digital Learning's Management System to analyze student performance by generating reports on skills and standards for individual students and groups. This data will be used to monitor and regroup students based on needs.	Administration, Assessment Teacher, Classroom Teacher	Grade level teams will meet with administration and the assessment teacher during data chats to review Cumulative and Predictive SuccessMaker 5 Reports and FAIR Reports to monitor students' progress.	FAIR, FCAT, Pearson Digital Learning SuccessMaker 5 Reports, FCIM data

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:	The percentage of students in Grades 3-5 achieving above proficiency in Reading (Level 4 & 5) will increase from 36% to 39% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (124)	39% (227)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walthrough data and observations. Lesson plan documentation.
2	Lack of student motivation to independently read.	Provide incentives and challenges to encourage and motivate students to independently read and participate in the Reading Counts Program.	LLT, Media Specialist, Classroom Teachers	Through Reading Counts reports, the Literacy Leadership Team, Grade Level Teams and Classroom Teachers will monitor the points earned by students through the Reading Counts Program.	Reading Counts Reports
3	Lack of challenging activities during the Reading/LA block.	Teachers will use a variety of resources to provide enrichment activities for students.	Administration, Classroom Teacher	Grade level teams will meet with administration and the assessment teacher during data chats to review FAIR data and common assessments to determine students' progress. Administrative team will conduct reading walkthroughs to monitor reading instruction/fidelity checks.	FAIR, Pearson Digital Learning SuccessMaker 5, FCAT
4	Lack of using data to drive instruction on a daily basis.	Teachers will utilize Pearson Digital Learning's Management System to analyze student performance by generating reports on skills and standards for individual students and groups. This data will be used to identify students that have mastered skills in order to provide enrichment activities for these students.	Administration, Classroom Teacher, Assessment Teacher, Pearson Lab Manager	Grade level teams will meet with administration and the assessment teacher during data chats to review Cumulative and Predictive SuccessMaker 5 Reports to monitor students' progress.	Pearson Digital Learning SuccessMaker 5, 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 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:

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:	The percentage of students making learning gains in Reading will increase from 75% to 77% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (119)	77% (342)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
	Lack of student motivation to independently read.	Provide incentives and challenges to encourage and motivate students to	LLT, Media Specialist, Classroom	Through Reading Counts reports, the Literacy Leadership Team, Grade	Reading Counts Reports

4		independently read and participate in the Reading Counts Program.	Teachers	Level Teams and Classroom Teachers will monitor the points earned by students through the Reading Counts Program.	
5	Lack of differentiated instruction during the Reading/LA block.	Teachers will differentiate instruction within the Reading/LA block in order to meet the needs of all students.	Administration, Assessment Teacher, Classroom Teachers	Grade level teams will meet with administration and the assessment teacher during data chats to review FAIR data and common assessments to determine students' progress. Administrative team will conduct reading walkthroughs to monitor reading instruction/fidelity checks.	FAIR, Pearson Digital Learning SuccessMaker 5, FCAT
6	Lack of fluid grouping of students.	Teachers will frequently monitor and regroup students utilizing current data.	Administration, Classroom Teacher, Assessment Teacher	Teachers will monitor the progress of their students and impliment fluid grouping based on the most current data available.	FAIR, Pearson Digital Learning SuccessMaker 5, FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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:	The percentage of students in lowest 25% making learning gains in Reading will increase from 71% to 73% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (46)	73% (49)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Students lack motivation to independently read.	Provide incentives and challenges to encourage and motivate students to independently read and participate in the Reading Counts Program.	LLT, Media Specialist, Classroom Teachers	Through Reading Counts reports, the Literacy Leadership Team, Grade Level Teams and Classroom Teachers will monitor the points earned by students through the Reading Counts Program.	Reading Counts Reports
5	Lack of daily intensive instruction in Reading.	Teachers will provide daily intensive instruction in Reading during the scheduled RTI time.	Administration, Assessment Teacher, Classroom Teachers	Grade level teams will meet with administration and the assessment teacher during data chats to review FAIR data and common assessments to determine students' progress. Administrative team will conduct walkthroughs to monitor the fidelity of instruction.	FAIR, Pearson Digital Learning SuccessMaker 5, FCAT, Treasures FCAT weekly and unit assessments
6	Students lack of phonics, vocabulary and comprehension skills.	FCAT and FAIR data will be used to target students needing intensive instruction. The reading resource teacher will provide small group intensive reading instruction utilizing research-based materials.	Administration, Reading Resource Teacher, Classroom Teachers	The reading resource teacher and classroom teachers will meet to review the progress of the students on a regular basis.	FAIR, Pearson Digital Learning SuccessMaker 4, FCAT, Treasures FCAT weekly and unit assessments
	Students lack of foundational learning	The Fast ForWord Reading Program will be	Administration, Assessment	The assessment teacher and classroom teachers	FAIR, FCAT, Treasures FCAT

7	skills to retain instruction.	used as an instructional intervention tool with targeted struggling students.	Teacher, Classroom Teachers, Fast Forward Lab Manager	will generate and review reports using the Fast ForWard data management system.	Weekly and Unit Assessments, Fast ForWard Reports
---	-------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------	---------------------------------------------------------------------------------	---------------------------------------------------

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 #					
	N/A No Baseline data available for 2010-2011.					
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:	The percentage of white students in grades 3-6 not achieving proficiency in Reading on the 2013 FCAT 2.0 will decrease from 26% to 23%. The percentage of black students in grades 3-6 not achieving proficiency in Reading on the 2013 FCAT 2.0 will decrease from 59% to 53%. The percentage of hispanic students in grades 3-6 not achieving proficiency in Reading on the 2013 FCAT 2.0 will decrease from 38% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 26% (71) Black 59% (13) Hispanic 38% (16)	White 23% (101) Black 53% (15) Hispanic 34% (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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.

		technology based presentations.			
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration Leadership Team	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts

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
1	Students lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration Leadership team	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration, ELL teacher	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration, Leadership team	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts

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:	The percentage of students with disabilities not making satisfactory progress in reading on the 2013 FCAT 2.0 will decrease from 56% to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (19)	51% (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	Students lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Students are not receiving a variety of instructional presentations for their varied learning styles.	Teachers will use more hands on learning, cooperative grouping, and peer tutoring during instruction.	Administration	Teachers will share best practices during grade level team meetings and PLCs.	Walkthrough data, FAIR, FCAT, Progress Monitoring Data

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:	The percentage of economically disadvantaged students not making satisfactory progress in reading on the 2013 FCAT 2.0 will decrease from 37% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (84)	33% (118)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Teachers are unaware of the students who are economically disadvantaged, therefore are unable to monitor the progress of these students.	Teachers will be instructed on how to obtain the information in Performance Matters.	Assessment Teacher	During data chats, the assessment teacher will instruct the teachers on how to identify the economically disadvantaged students in their classes.	Data Binder Reports
5	Parents are unaware of the resources available to them to assist their child with school work.	Parent Nights and Workshops allow an opportunity to share information with parents.	Administration, Grade Level Teams	Throughout the year, activities will be scheduled to allow parents the opportunity to interact with their child's teacher and receive information that will enable them to be more involved in their child's learning.	Parent Surveys

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 Training	K-6	Dave Dannemiller and Kristina Garofano	K-6 Language Arts	PLC Days (September-October)	Teams will develop strategies in accordance to the rigor of the Common Core LA Standards	Administration
RtI training on strategies and tracking student progress	K-6	Jackie DeSario	K-6 Teachers	Ongoing throughout the school year	Progress monitoring of RtI students	Administration
Performance Matters	K-6	Dana El Yamani	K-6 Teachers	Bi-Monthly Data Chat Meetings	Monitoring of teacher's data binders	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
6th Grade Voyager	Voyager	Capital Funds	\$14,021.16
			Subtotal: \$14,021.16
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: \$14,021.16

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:	The percentage of students scoring proficient in listening/speaking will increase from 50% to 55% on the 2013 CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
50% (8/16) of were 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
1	Students are not exposed to software (Rosetta Stone) on a consistent basis and do not attend ESOL extended day.	Students will have more opportunities to use ELL computer software throughout the day and students will be encouraged to attend ESOL extended day.	ESOL Lead Teacher/ Administration	ELL student assessments will be monitored and the ESOL Lead Teacher/Classroom teacher will communicate on a regular basis.	ELL Student Assessments

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:

The percentage of students scoring proficient in listening/speaking will increase from 50% to 55% on the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

50% (8/16) were proficient in Reading on the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL student entry level test data (WMLS) and CELLA results are not used to drive individual instruction.	CELLA results and WMLS assessment results will be reviewed by the classroom teacher and the ESOL Lead Teacher to determine student areas of weakness. These assessments will guide instruction as well as FAIR Assessment data. Students who are not showing progress will be monitored through PS/RtI.	Administration, ESOL Lead Teacher	ELL Committee Meetings will focus on entry level data and FAIR Assessment data to determine student progress.	FAIR Progress Monitoring Data, PS/RtI Intervention Data

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in writing will increase from 38% to 42% on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

38% (6/16) of ELL students scored proficient in Writing on the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

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

1	Current instructional practices are not inclusive of effective writing strategies for ELL students.	Professional development in the area of writing will include an increased focus on best practices, targeted instruction, and effective strategies to support ELL students.	ESOL Lead Teacher, Administration	The ESOL committee will meet to discuss individual student progress and will focus on developing effective strategies to meet the needs of ELL students in the area of writing.	DWAP Progress Monitoring Data
---	-----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------

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:	The percentage of students in grades 3-6 that will achieve proficiency (Level 3) on the 2013 FCAT 2.0 will increase from 30% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (104)	33% (192)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobs, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration, team leaders	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Students lack the reading strategies necessary to solve word problems	Literacy Leadership Team (LLT) will develop reading strategies specific to solving math word problems and create an FCIM calendar	LLT chairperson and administration	By Grade Level, LLT committee members will meet to discuss progress on FCIM assessments and include this discussion in Grade Level	FCIM mini-assessments

		of instruction and assessment for each grade level to address those strategies during reading instruction.		Data Chats and modify as necessary	
5	Students lack the ability to problem solve using acquired math skills (application)	Inquiry Based math activities will be infused within the math units requiring students to apply skills being taught in predictable and unpredictable scenarios	Lab Manager, Administration	Monitoring of Grade 3-5 students progress in Successmaker Student Performance Reports - Application Strands	Bi-Weekly group assessment data Successmaker Application Strands (Gr3-5)
6	Insufficient time to master skills assessed on standardized tests.	Students in grade 3-5 will spend on average 50 minutes a week on Successmaker math targeting essential grade level skills Through differentiated instruction time teachers will target deficient skills customized for each student based on Think-Link and Successmaker data results	Administration, Assessment teacher	Successmaker "Last Session" reports will be used to monitor 3-5 grade students on deficient math skills and share those results at Data Chat meetings	Successmaker Last Session Reports. Think-Link Assessments
7	Wide gap in achievement level so students make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data
8	Insufficient time to identify and remediate lagging math skills for struggling 6th grade students	Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pik strategies	Administration	Documentation in lesson plans of Quick Pick strategies used in intensive math and tracking of student progress through Comprehensive Pre-Post Test Assessments	Classroom walkthrough, lesson plans and data collection from Comprehensive Pre-Post assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	The percentage of students in Grades 3-6 achieving above proficiency (Level 4 and 5) in Math on the 2013 FCAT 2.0 will increase from 30% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (103)	33% (192)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Math block lacks sufficient time to differentiate instruction.	Provide time during RtI and SuccessMaker for enrichment activities for high performing students, including time for select fourth or fifth grade students to take advance math courses through eschool.	Administration, Lab Manager	Using Student Performance Reports from Successmaker monitor gains students are making on advanced skills.	Successmaker Student Performance Reports
3	Teachers are not effectively and efficiently infusing inquiry based learning in daily instruction.	Using the school-wide initiative on Intellectual Behaviors (IB) teachers will model and monitor student use of IB strategies in inquiry based learning activities.	Administration	Monitor students use of IB strategies in inquiry based activities and track this usage in student math journals	Student writing in math journals identifying IB strategies used in the lesson.
4	Parents lack an understanding of the importance of problem solving inquiry based learning.	Provide information on inquiry based learning to parents through parent leadership groups and parent workshops	Administration	Amount of parent concerns regarding math instruction and lack of explicit instruction on how problems should be solved.	SAC Parent Survey on inquiry based learning.
5	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data

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:	The percentage of students in Grades 4, 5, and 6 that will make Learning Gains in Math on the 2013 FCAT 2.0 will increase from 65% to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (151)	71% (315)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.

		students to demonstrate their mastery through technology based presentations.			
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Math block lacks sufficient time to differentiate instruction.	Utilize RtI time and Successmaker lab time to provide targeted remediation based on performance data.	Administration, Lab Manager	Learning gains shown on Student performance reports through Successmaker	Successmaker data and Think-Link performance data.
5	Students lack a deep understanding of number concepts.	Target inquiry based learning activities involving core number concepts appropriate for the grade level	Teacher, Administration	Successmaker Student performance reports on number concepts will be monitored for student growth. Progress will be tracked through grade level data chats and strategy modified as necessary	Successmaker Number Concept Strand Report
6	Students lack the reading strategies necessary to solve word problems.	Literacy Leadership Team (LLT) will develop reading strategies specific to solving math word problems and create an FCIM calendar of instruction and assessment for each grade level to address those strategies during reading instruction.	Administration, LLT committee	By Grade Level, LLT committee members will meet to discuss progress on FCIM assessments and include this discussion in Grade Level Data Chats and modify as necessary	FCIM Mini Assessments
7	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data

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
---------------------	----------	-----------------------------------------------	-----------------------------------------------------	-----------------

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:	The percentage of grade 4, 5, and 6 students in the lowest 25% making learning gains in Math on the 2013 FCAT 2.0 will increase from 57% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (34)	62% (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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Teachers not effectively tracking student progress on math skills and concepts.	Utilize reports available in Successmaker to track daily progress on math curriculum.	Lab Manager, Administration, Teacher	Through grade level data chats discussion will be held on progress individual students and class as a whole is making on the curriculum.	Successmaker Reports
	Students lack a solid	Students will use Speed	Teacher,	Discussion in data chats	Basic Math Facts

5	foundation of basic math facts.	Games component of Successmaker in the lab and in the classroom take regular assessments to measure progress	Lab manager, Administration	will include basic math skills. Student progress on basic facts will be posted and monitored in the classroom.	Assessments
6	Insufficient time to teach for mastery and still expose lowest quartile students to the entire curriculum before state assessments.	Provide remediation for students during RtI time based on frequent monitoring of student performance. Make use of Successmaker Lab time to assist with mastery of skills lacking based on Student Performance Reports	Teacher, Lab Manager, Administration	Data collected through RtI process tracking progress on the curriculum compared to the overall class.	Successmaker Student Performance Reports and Teacher Assessments
7	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data
8	Insufficient time to identify and remediate lagging math skills for struggling 6th grade students	Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pik strategies	Administration	Documentation in lesson plans of Quick Pick strategies used in intensive math and tracking of student progress through Comprehensive Pre-Post Test Assessments	Classroom walkthrough, lesson plans and data collection from Comprehensive Pre-Post 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 # N/A No baseline data from 2010-2011 5A :				
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:	The percentage of white students in grades 3-6 not achieving proficiency in Math on the 2013 FCAT 2.0 will decrease from 39% to 35%. The percentage of black students in grades 3-6 not achieving proficiency in Math on the 2013 FCAT 2.0 will decrease from 64% to 58%. The percentage of hispanic students in grades 3-6 not achieving proficiency in Reading on the 2013 FCAT 2.0 will decrease from 38% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 39% (105) Black: 64% (14) Hispanic: 45% (19)	White: 35% (159) Black: 58% (16) Hispanic: 34% (21)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration Leadership Team	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data
5	Insufficient time to identify and remediate lagging math skills for struggling 6th grade students	Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pik strategies	Administration	Documentation in lesson plans of Quick Pick strategies used in intensive math and tracking of student progress through Comprehensive Pre-Post Test Assessments	Classroom walkthrough, lesson plans and data collection from Comprehensive Pre-Post 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration Leadership team	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration, ELL teacher	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration, Leadership team	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data

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:	The percentage of Students with Disabilities in grades 3-6 not making satisfactory progress in Math on the 2013 FCAT 2.0 will decrease from 47% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (16)	43% (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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors(IB)will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data
4	Insufficient time to identify and remediate lagging math skills for struggling 6th grade students	Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pik strategies	Administration	Documentation in lesson plans of Quick Pick strategies used in intensive math and tracking of student progress through Comprehensive Pre-Post Test Assessments	Classroom walkthrough, lesson plans and data collection from Comprehensive Pre- Post assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of economically disadvantaged students in grades 3-6 not making satisfactory progress in Math on the 2013 FCAT 2.0 will decrease from 48% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (110)	43% (151)

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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Wide gap in achievement levels make it difficult to progress through the curriculum	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Administration	Documentation of teachers using Envision Math material as appropriate in instruction will be observed through classroom walkthroughs and lesson plans	Classroom observation and walkthrough data
5	Insufficient time to identify and remediate lagging math skills for struggling 6th grade students	Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pick strategies	Administration	Documentation in lesson plans of Quick Pick strategies used in intensive math and tracking of student progress through Comprehensive Pre-Post Test Assessments	Classroom walkthrough, lesson plans and data collection from Comprehensive Pre-Post assessments.

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
RtI training on strategies and tracking student progress	K-6	Elementary Assistant	Teachers in Grade K-6	Weekly Data Chat Meetings	Progress monitoring of RtI students	Administration
District Training on Envision Math	K-5	Administration	Teachers in Grade K-5	As scheduled by the district	Implementation of all envision math components	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Scott Foresman Envision Math Interactive Digital Workbook and licences	District	\$135.31
Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pik strategies	Educational Development Associates Acaletics Pre-Post Comprehensive Test and Quick Pick workbooks	District	\$14,783.00
Subtotal:			\$14,918.31
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:			\$14,918.31

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	The percentage of students in Grade 5 that will achieve proficiency (Level 3) on the 2013 FCAT 2.0 Science Assessment will increase from 30% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (40/135) of students in Grade 5 scored a level 3 on the 2012 Science FCAT.

34% (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 lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
2	Students lack motivation, interest in classroom instruction	Using the available technology including interactive whiteboards, laptops, iPads, CPS clickers, mobis, the internet and the digital components of adopted textbook series teachers will present content and expect students to use the technology to master skills taught and expect students to demonstrate their mastery through technology based presentations.	Administration	Classroom walkthroughs and formal observation, lesson plan documentation, student produced work (i.e. movie trailers, podcast) will show engagement of students in the learning process.	Walkthrough data, formal observation, lesson plan and student work.
3	Gaps in the curriculum and student expectations between grade levels impact student performance.	Provide 1/2 day PLC with vertical teams to review the curriculum, student expectations and identify targeted skills necessary to fill the gaps between grade levels.	Administration, team leaders	Documentation of identified skills and concepts that need to be addressed between grade levels will be created. Lesson plans will reflect FCIM and other instructional lessons	Lesson plans and documentation of targeted skills/concepts
4	Students do not have a deep understanding of the Physical Science benchmarks according to the results of the 2012 Science FCAT.	Teachers in grades 3-6 will teach FCIM mini-lessons with fidelity and design focus calendars that reflect data indicators	Team Leaders, Administration	Administration and grade level teams will review FCIM data on a regular basis.	FCIM mini-assessments SAM Performance Matters Progress Monitoring Assessment
5	Students have a lack of understanding of the scientific process.	Students in grade 5 will rotate through a science lab on a weekly basis which will incorporate inquiry based instruction and focus on scientific thinking and reasoning skills.	Teachers, Administration	Administrative observations and Performance Matters Assessments	SAM Performance Matters Progress Monitoring Assessments
6	Students are not mastering science benchmarks covered in grades 3-4 that are assessed on the grade	Teachers in grades 3-6 will implement FCIM science mini-lessons and mini-assessments with fidelity.	Team Leaders, Assessment Teacher, and Administration.	FCIM calendars will be reviewed by administration prior to the beginning of each month. FCIM data will	FCIM mini-assessments, SAM Performance Matters Progress Monitoring

5 Science FCAT.			be reviewed at grade level data review meetings.	Assessments
-----------------	--	--	--------------------------------------------------	-------------

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
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:	The percentage of students in Grade 5 that will score level 4 or 5 on the 2013 FCAT 2.0 Science Assessment will increase from 11% to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (15/135) of students in Grade 5 scored a level 4 or 5 on the 2012 FCAT Assessment.	20% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills necessary to think critically	A school wide initiative on teaching Intelligent Behaviors (IB) will be continued. This initiative focuses on the 12 IBs identified in PD360 material. Teachers will teach the vocabulary to the students, and model/practice those behaviors so students apply them when presented with problems to solve.	Administration	Through classroom walkthroughs and formal observation student use of IBs and teachers modeling IBs will be tracked. All classrooms will display the 12 IB's and lesson plans will include IB strategies used by students.	Walkthrough data and observations. Lesson plan documentation.
	Students are not exposed to a sufficient amount of higher order questions through	Teachers will use questioning strategies and techniques that promote higher order	Administration	Through classroom walkthroughs and Performance Matters Progress Monitoring	Walkthrough data and Performance Matters Progress

2	instruction and are not provided sufficient opportunity to have a deep understanding of reasoning skills/evidence based response.	thinking and increase the level of cognitive complexity. Students will be required to provide evidence in solving questions.		Assessments.	Monitoring Assessments.
3	Students are not provided sufficient opportunity for science enrichment.	Students in grade 5 will rotate through a hands-on science lab and students in grade 6 will be enrolled in STEM lab.	Administration	Classroom walkthrough data, STEM Assessments, and Performance Matters Progress Monitoring Assessments.	Classroom walkthrough data, STEM data, and Performance Matters Assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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
LEGO Training	K-2	Mary Goswick	Teachers Grades K-2	October 12	Grade 6 STEM data, Performance Matters Assessments, Science FCIM	Administration
District Science Training - Houghton Mifflin Harcourt - Fusion Training	K-5	Houghton Mifflin Harcourt Trainers	Teachers Grades K-5	September 20th, October 12th, January 24th	Administrative Walkthroughs	Administration, Team Leaders

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Adoption	Science K-5 Fusion Instructional Materials	WWK8 Capital Funds	\$363.90
			Subtotal: \$363.90
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: \$363.90

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:	The percentage of students in Grade 4 that will score a Level 3.0 or above on the 2013 Writing FCAT Assessment will increase from 77% o 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (86/112) of Grade 4 scored a Level 3.0 or above on the 2012 Writing FCAT Assessment.	81% (97)

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 have difficulty mastering the writing process/organization of writing.	Grade Level PLCs will meet to plan writing instruction and a focus will be placed on ensuring the writing rubric is included in instruction and the development and organization of responses to writing prompts. Teachers will conference with students to examine	Administration, Team Leaders	Grade Level PLCs will meet to discuss writing prompts and DWAP scores. Data Chats will be conducted to determine areas of weakness and the Grade Level PLCs will plan writing instruction to improve these areas.	DWAP Progress Monitoring Data

		the effectiveness of instruction and discuss DWAP writing scores.			
2	Students have difficulty mastering proper sentence structure.	The master schedule (K-5) will include a daily block designated to provide supplemental instruction/remediation to students who are not responding to core writing instruction in addition to the 30-40 minutes of writing instruction scheduled.	PS/RtI Team, Assessment Teacher, Grade Level PLCs	Grade Level PLCs and the PS/RtI Team will conduct data chats to identify students scoring below a 3.0 on DWAP Assessments. Grade Level PLCs will develop and monitor writing interventions.	DWAP Progress Monitoring Data, RtI Intervention Data
3	There is an increased attention to the correct use of standard English conventions.	DWAP scoring will reflect the increased attention to writing conventions and will be indicated through the use of the state's writing rubric. Students will have direct instruction in grammar and rewriting.	Team Leaders, Administration, Assessment Teacher	Grade Level PLCs will meet to analyze DWAP data and comparisons will be made to released FCAT Writing samples.	DWAP Progress Monitoring Data

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:	The percentage of students that will score a Level 4.0 or higher on the 2013 FCAT Writing Assessment will increase from 22% to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (25/112) of Grade 4 students scored a Level 4.0 or higher on the 2012 FCAT Writing Assessment.	26% (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	In order for students to earn high scores they must include specific and relevant supporting details that clarify the meaning, i.e., the point of the paragraph or the central theme of the response.	Grade 4 teachers will increase expectations and provide increased instruction in specific and relevant supporting details. Grade K-6 will provide instruction that focuses on using text evidence to explain or justify a written response/argument.	Team Leaders, Administration	Administration will review writing rubrics and DWAP scores reflect the stringency of state scoring.	DWAP Progress Monitoring 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	Target Dates	
--	--	--	----	--------------	--

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	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
Common Core Training	K-6	Dave Dannemiller/Kristina Garofano	K-6 Language Arts	PLC Days (September-October)	Teams will develop strategies in accordance to the rigor of the Common Core LA Standards.	Administration
Writing Training (Melissa Forney)	3-5	Melissa Forney	Classroom Teachers	Summer (2012)	DWAP Progress Monitoring Data	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grades 6, 7, and 8	Spring Board Materials	WWK8 Capital Funding	\$21,545.34
			Subtotal: \$21,545.34
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
Writing Training Focusing on Anchor Sets (Grades 3 and 4)	Teacher Coverage	Title II	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$22,145.34

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 for the 2012-13 school year is 94% (959).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-12 school year was 93%.	The expected attendance rate for the 2013-14 school year is 95% (969)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences (10 or more) in the 2011-12 school year was 381.	The expected number of students with excessive absences (10 or more) in the 2012-13 school year is 343.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with excessive tardies (10 or more) in the 2011-12 school year was 75.	The expected number of students with excessive tardies (10 or more) in the 2012-13 school year is 67.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of monitoring attendance data and communication with parents.	The principal will ensure that the truancy policy is being enforced with fidelity and the administrative team/office staff/ teachers will increase parent/school communication by contacting parents who have children who are missing school on a regular basis.	Administration, Guidance	Attendance data will be reviewed on a monthly basis by administration/ guidance to ensure that the strategies in place are effective.	Monthly attendance reports, referral to social worker
2	Parents and students understanding the correlation between the amount of absences and tardies and student success.	The guidance counselor, social worker, and data entry secretary will ensure that the truancy policy is being enforced with fidelity. The guidance counselor will call the parents of these students to communicate the importance of being in school on a regular basis.	Administration, Guidance, Data Entry Secretary	Attendance data will be reviewed on a monthly basis by administration/ guidance to ensure that the strategies in place are effective.	Monthly attendance reports, referral to social worker
3	Lack of parent understanding with regard to 5 days tardy to school or 5 days early pick up equal 1 day unexcused absences. The student is missing important instructional time.	The guidance counselor and secretary will notify parents of policy stating the rule of 5 tardies or 5 early pick ups equal 1 unexcused absences.	Administration, Guidance, Data Entry Secretary	Attendance data will be reviewed on a monthly basis by administration/ guidance to ensure the strategies in place are effective.	Monthly attendance reports, referral to social worker
4	Lack of parent understanding with regard to excessive absences (10+ absences in a year). The student is missing important instructional time.	The guidance counselor, social worker, and data entry person will notify parents in writing if the student reaches 7 unexcused absences in a quarter.	Administration, Guidance, Data Entry Secretary	Attendance data will be reviewed on a monthly basis by administration/ guidance to ensure the strategies in place are effective.	Monthly attendance reports, referral to social worker.
5	Lack of parent understanding with regard to excessive absences (10+ absences in a year). The student is missing important instructional time.	The guidance counselor, social worker, and data entry person will notify parents in writing if the student reaches 7 unexcused absences in a quarter.	Administration, Guidance, Data Entry Secretary	Attendance data will be reviewed on a monthly basis by administration/ guidance to ensure the strategies in place are effective.	Monthly attendance reports, referral to social worker.

(PLC) or PD Activity

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	During the 2012-2013, the number of In-School Suspensions will be reduced by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
118	111
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
60	55

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
31	28				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
21	18				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not consistently reinforced to exhibit positive behavior.	A PBS committee has been created and work to create a PBS system that is meaningful to all stakeholders. The PBS committee will develop a meaningful incentive system along with clear school-wide expectations of behavior.	PBS Team, Administration	The PBS team will analyze the total number of students rewarded for positive behavior (database) and the number of discipline referrals on a monthly basis.	PBS Data, Monthly Discipline Reports
2	Students who are repeatedly assigned to In-School Suspension do not have individual behavior plans/behavior interventions.	The PS/RtI team will work with teachers to develop individual behavior plans to target inappropriate behaviors.	PS/RtI Team, Administration	The PS/RtI Team will analyze student behavior charts and monitor behavior interventions.	Intervention data, School-Wide Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Training	PBS Team Members	Kristina Garofano	PBS Team Members	October	PBS Meetings will include analysis of discipline data.	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2012-13 school year Winding Waters K-8 will increase the ratio of volunteer hours to student population including participation in parent workshops by 10% (12.9:1)			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Volunteer hours including parent workshops = 9605 hrs Student population = 820 Ratio = 11.7:1		Volunteer hours (13,416) to student population (1040) ratio will be 12.9:1			
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 of timely notification to parents of upcoming parent workshops	Promote the use of edline and communicate to parents via edline and Global Connect school activities and conference nights.	Administration	Attendance at workshops and percentage of parents attending conferences.	Surveys, attendance data
2	Parent work schedules and child care prevent participation in school activities	Provide free child care for children ages 3-4 and school age children during parent workshops and meetings. Vary the times and dates of workshops and conference to accommodate various schedules	Administration	Use of child care services and attendance records	Survey of parents and attendance records
3	Parents feel intimidated when educational terminology is used without explanations	Post on Edline an "Educational Buzz Words" document defining pertinent federal, state and local terminologies.	Administratoin	Survey parents on the benefit of educational terms	Parent SAC Survey results

4	Parents are reluctant to volunteer at the school because they lack motivation to do so.	Implement a parent initiative which will give parents who volunteer a minimum of 8 hours during the school year an opportunity to request a teacher for the 2013-14 school year	Administration	Tracking of volunteer hours	V-Soft volunteer records.
5	Parents are willing to volunteer at the school but are not sure how to go about it	Become proactive in advertising and recruiting volunteers in the school by: Providing a copy of WWK8 Parent volunteer forms to the appropriate classroom teachers; Request from teachers a list of volunteer needs; Contact and invite parents whose interest match the needs of the teacher or school; Post volunteer needs on Edline	Volunteer Coordinator and Administration	Evidence of volunteer forms being given to teachers. List of Teacher request for volunteers, volunteer hours.	V-Soft volunteer 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						

Parent Involvement Budget:

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

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
1	Lack of teacher training/planning to prepare for increased STEM accountability requirements.	A STEM resource teacher/ Administration will provide professional development to teachers in grades K-5 focusing on increased rigor in STEM.	Administration	Administration will monitor increased rigor in STEM through walkthroughs and through the analysis of the complexity of assessments.	Walkthroughs
2	Students do not have the opportunity to engage in a hands-on STEM lab.	Students in grade 5 will attend a STEM lab on a rotating basis and students in grade 6 will attend STEM daily. Students will participate in collaborative labs that incorporate vocabulary development, scientific process, scientific thinking and reasoning skills, writing, and the interpretation of data.	Administration, Assessment Teacher	Teachers in grades 5 and 6 will review data with administration on a regular basis focusing on the evidence of inquiry based learning, teaching strategies, and the students deep understanding of STEM.	Performance Matters Progress Monitoring Data, STEM Lab Individual 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
STEM	STEM LAB	PITSCO	Mary Goswick	Summer of 2012	STEM LAB Walkthroughs	Administration
STEM	K-6	Mary Goswick	K-6	Early Release Day	Science/Math Assessment Dat	Administration, Assessment Teacher

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)

Implement an effective one to one iPad initiative for all sixth grade students Goal:

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:					
1. Implement an effective one to one iPad initiative for all sixth grade students Goal		By the end of the 2012-13 school year all sixth grade students will use appropriate iPad apps in each content area class as a learning tool and submit at least 60% of all assignments and presentations via the iPad to the teacher.			
Implement an effective one to one iPad initiative for all sixth grade students Goal #1:					
2012 Current level:		2013 Expected level:			
N/A		60% of all assignments and presentations via the iPad to the teacher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training for teachers on iPad apps and effective use of the apps in classroom instruction.	Provide monthly PD for teachers with an Apple representative on iPad application in the classroom	Administration, Instructional Technology	Through classroom observation and lesson plans evidence will exist demonstrating teachers use of the apps in classroom instruction	Classroom walkthrough and lesson plans
2	Valuable instructional time will be lost learning how to use the apps in classroom instruction	Establish an iTech class in the master schedule and a pacing guide that will allow students to learn the functionality of the apps and how it can be used before it is used in the content area classrooms.	Administration, Instructional Technology	Teachers will use the pacing guide for the itech class to present the apps to the students in a systematic way and lesson plans/observation will demonstrate the use of the apps in the content area classes	Classroom observation and 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
No Data Submitted						

Budget:

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

End of Implement an effective one to one iPad initiative for all sixth grade students Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	6th Grade Voyager	Voyager	Capital Funds	\$14,021.16
Mathematics	By using diagnostic assessments and differentiated instructional materials from envision math series teachers will provide small group instruction during math instruction targeting students' deficiencies	Scott Foresman Envision Math Interactive Digital Workbook and licences	District	\$135.31
Mathematics	Provide in the master schedule an intensive math class using Acaletics to identify and target identified deficient math strands and provide daily exposure to those strands through Quick Pik strategies	Educational Development Associates Acaletics Pre-Post Comprehensive Test and Quick Pick workbooks	District	\$14,783.00
Science	Science Adoption	Science K-5 Fusion Instructional Materials	WWK8 Capital Funds	\$363.90
Writing	Grades 6, 7, and 8	Spring Board Materials	WWK8 Capital Funding	\$21,545.34
				Subtotal: \$50,848.71
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Writing Training Focusing on Anchor Sets (Grades 3 and 4)	Teacher Coverage	Title II	\$600.00
				Subtotal: \$600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$51,448.71

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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 10/17/2012)

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
No Funds Exist	\$0.00

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

Develop a sub-committee to act in an advisory capacity for the iPad one-to-one initiative in sixth grade. The sub-committee will make recommendations for future implementation in Grade 7 and 8, setting outcome and goals for the initiative, and other issues with regards to the initiative as needed.

Monitor and support the implementation of strategies in the school improvement plan.

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
No Data Found
No Data Found