FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHOCACHATTI ELEMENTARY SCHOOL

District Name: Hernando

Principal: Maria Rybka

SAC Chair: Michelle Diaz

Superintendent: Bryan Blavatt

Date of School Board Approval: 10/16/2012

Last Modified on: 10/3/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maria Rybka	Elem. Ed, Ed. Leadership	5	13	Principal at Eastside in 06-07 receiving a B with 73% meeting high standards in reading, 71% meeting high standards in math, 97 % making AYP only SWD not in Reading. Principal at Chocachatti in 07-08 earning an A with 89% meeting high standards in reading, 87% meeting high standards in math, 100% making AYP. Principal at Chocachatti in 08-09 earning an A with 92% meeting high standards in reading, 89% meeting high standards in math, 97% making AYP with the SWD not in math. Principal at CES 09-10 earning an A with 82% meeting high standards in reading, 80% meeting high standards in math and not making AYP due to the SWD in Reading and Math. Principal at CES 10-11 earning a B grade. 100% making AYP with 88% meeting high standards in reading and 88% meeting high standards in math. Principal at CES 11-12 earning an A grade. 76% meeting high standards in reading, 72% meeting high standards in math, and 95% meeting high

			standards in writing. In 2006-2007, 78% made learning gains in reading and 77% in math. In 2007-2008, 69% made learning gains in reading and 75% in math. In 2008-2009, 78% made learning gains in reading and 76% in math. In all 3 of the above years, at least 50% of the lowest 25% also made learning gains.

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	Assign mentoring support to new teachers.	Principal, Lead Mentor, Mentors	6/13	
2	Provide ongoing, meaningful professional development utilizing PD 360 walkthrough system.	Principal	6/13	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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
65	1.5%(1)	7.7%(5)	30.8%(20)	61.5%(40)	46.2%(30)	100.0%(65)	3.1%(2)	16.9%(11)	26.2%(17)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Stacy Kissinger	Kathleen Williams	Team Leader, CoTeacher	conferencing and planning
Jennifer Flaherty	Heather Phillips	Co-Teacher	conferencing and planning
Debbie Burzumato	Dawn Bishop	Team Leader, new team member	conferencing and planning
Cari O'Rourke	Paula Compton, Don Simmons	Team Leader, Coteacher, new team member	conferecing and planning
Katie Sessa	Kathleen Williams	inclusion experience, new to inclusion	conferening and planning
Silvina Doherty	Kim Moniyhan	School Mentor, new to teaching at CES	conferencing and planning

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

Chocachatti Elementary 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 Chocachatti 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 Mitchell L. Black Comprehensive School were planned to support the district's strategic plan; 2012-13 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

The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts Through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead teacher/ESOL contact according to the State and School Board approved District ELL Plan.

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District Student Services Dept. staff and Chocachatti Elementary School 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. Chocachatti Elementary School 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., Chocachatti Elementary School cafeteria staff provide balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Chocachatti Elementary School cafeteria staff provide free and/or reduced-price lunches for Chocachatti Elementary School students who qualify to participate in the U.S. Dept. 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.

Maria Rybka, Principal
June Randall, Counselor
Jennie Lawson, Counselor
David Katcher, Assessment Teacher
Sherrie Raymond, Reading Teacher
Richard Donnelly, School Psychologist
Carol McAvoy, School Social Worker
General Education Teacher
Behavior Specialist
ESE Teacher

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 school based RtI team has been thouroughly trained by the district in MTSS. Members of the team meet daily to discuss individual student progress with individual teachers. The counselors work with teachers in identifying students needing Tier II intervention and involve administration for suggestions. Data chats are being held with members of the RtI team and grade levels to discuss needed interventions after the team reviews Tier I data to determine that curriculum and instruction are not the issue. The team is committed to building an understanding of the process and continuing to support the implementation of Multi Tiered levels of Support. The principal is the RtI contact and promotes the vision for the the use of data in decision making, ensures that teachers understand the process, ensures that teachers continue intervention for Tier II students, schedules needed parent meetings for Tier III and schedules staff development.
The counselors support the role of the principal and support teachers in planning for appropriate intervention.
The general education teacher collects data for progress monitoring and implements needed intervention.
The assessment teacher supports the gen. ed. teacher in collecting standardized data to use in intervention planning.
The counselors provide support for behavior interventions and guide teachers in understanding the RtI process.
The ESE teacher helps to correlate the goals of the IEP with any additional Tier support needed for ESE students.
The school psychologist and social worker support the school in providing district information and analysis of data.
The school based RtI team meets after each reading and math benchmark assessment to review school data. The team will convene as students progress through the tiers to plan for Tier II or Tier III intervention.

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 leadership team helps to collect the data needed for the SIP. Each team reviews an area to work on and formulates the goals of this plan. The problem solving process has been applied by each team taking an area of the School Improvement Plan and suggesting barriers and strategies for the goals outlined in the plan. Teams analyze data, hypothesize barriers, plan strategies, develop processes to ensure fidelity of implementation, and then plan for goal evaluation. The school based leadership team will monitor data to see if strategies are working at least twice a year.

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.

Assessment:
Florida Assessments for Instruction in Reading (FAIR)
District Common Assessments such as Performance Matters, Writing Prompts, Discipline Data
Core Assessments from Pearson and Treasures
Compilation:
PMRN and Performance Matters will be used to compile data for review
Progress Monitoring:
Teachers will be responsible for progress monitoring school based assessments and individual assessments based on interventions implemented.
Data Sharing:
Data meetings will be held with teams and parents through grade levels and SAC.

Describe the plan to train staff on MTSS.

Determine areas of greatest need and plan for development time based on observation and interview.
Guidance Counselors meet with each team to review Tier I data and help coordinate needed interventions.
Increase opportunities for one on one instruction with teachers on individual student needs.
School Based Team will attend district training as available.
School Based Team will work with the District Instructional Support Team in planning improvements.

Describe the plan to support MTSS.

One guidance counselor is assigned to assist teachers in K-2 and another counselor is assigned to assist teachers in 3-5. Through conferencing and modeling support is provided to teachers to help facilitate their understanding of the process. Guidance counselors and/or administration support teachers during parent conferences. School level supports are utilized at the Tier III level of intervention.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Maria Rybka, Principal
Jodi Mills, Kindergarten Teacher
Shauna Blesie, First Grade
Debbie Burzumato, Second Grade Teacher
Cari O'Rourke, Third Grade Teacher
Stacy Kissinger, Fourth Grade Teacher
Karen Ogren, Fifth Grade Teacher
Sherrie Raymond, Reading Teacher
June Randall, Guidance Counselor
Jennie Lawson, Guidance Counselor
Marsha Eicholtz, Media Specialist

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

The principal will promote the literacy team's goals by providing time for best practices to be shared at the team leader meetings. The team will meet monthly to discuss best practices in reading and allow team members to discuss literacy activities and events that promote reading skills in all students.

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

The major initiative for the LLT team this year is to support teachers in identifying appropriate interventions for students struggling in reading. Each grade level team will work together to identify students with reading deficiencies and the tools used to monitor effectiveness of strategies. The 2012-2013 K-12 Comprehensive Research-Based Reading Plan states that Literacy Leadership Teams support text complexity by assisting teachers with the selection and evaluation of complex text. To do this effectively, team members must have a working knowledge of the three components of text complexity. Literacy Leadership Teams also support instructional skills to improve reading comprehension by developing Comprehension Instructional Sequence lessons for teachers and by promoting the five guiding principles listed below.
1. Make close reading and rereading of texts central to lessons.
2. Provide scaffolding that does not preempt or replace text.
3. Ask text dependent questions from a range of question types.
4. Emphasize students supporting answers based upon evidence from the text.
5. Provide extensive research and writing opportunities (claims and evidence).

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 <u>High School Feedback Report</u>

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:	Improve students' ability to apply reading skills to text.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (135)	35% (145)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time in the classroom	Work with teachers to create Tier II reading groups	Counselor	Tier II group remediation schedule	RtI documentation
2	Appropriate interventions for struggling students	Work with teachers on reading interventions and progress monitoring tools.	Principal	-RtI data review schedule -Tier II and Tier III documentation review	Correct RtI process documentation
3	Teacher planning and consistency	Work with teachers to shift to common core thinking	Principal	-Walkthroughs -Lesson Study Research	Vertical Team Reflection notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Improve students ability to demonstrate skills in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	75% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not comprehend written and sometimes oral communication	Utilize instructional specialists for resources and availability for mentoring	ESE Teacher	Conferences, Meetings	Notes, Reflection
2	Teachers focus on product	Provide alternatives to traditional format of presenting written	ESE Teacher	Classroom observations	Lesson Plans

			communication			

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:	Motivate and challenge level 4 and 5 students to improve reading comprehension.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (202)	48% (212)

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 not been taught to think critically	Post essential questions that are high order and open ended	Principal	Classroom Observation	Walkthrough Instrument, notes
2	Students are not given enough time to read independently	Utilize the Accelerated Reader Program to increase interest and accountability	Classroom Teacher	Scheduled time	AR Reports

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:	Improve students ability to demonstrate skills in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	50% (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	Students do not comprehend written and sometimes oral communication	Utilize instructional specialists for resources and availability for mentoring	ESE Teacher	Conferences, Meetings	Notes, Reflection
2	Teachers focus on product	Provide alternatives to traditional format of presenting written communication	ESE Teacher	Classroom observations	Lesson Plans

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	Students making a learning gain will increase.

Reading Goal #3a:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (184)	66% (188)

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	Determining appropriate intervention for students who are struggling	Utilize Learning Plans on Demand to assess students and provide needed individualized plan for learning.	Principal	Scheduled staff development	-Number of plans created by teachers.
2	Formative assessment data is not guiding instruction	Identify teachers who are successfully differentiating instruction during the 90 min. reading block and allow other teachers to observe and discuss their observations	Principal	Scheduled observations	Leave Forms, Reflection, Implemented strategies
3	Students may not view as an important life skill	Utilize unit studies and MicroSociety to integrate reading skills into content that makes reading more meaningful	Principal	Walkthroughs	Lesson Plans, team discussions

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:	Improve students ability to demonstrate skills in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	75% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not comprehend written communication	Provide teachers with training in differentiating instruction, materials, ability grouping, alternate response format, use of equipment to engage students at all levels	Principal	Scheduled trainings	Sign In Sheets

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.	Improve targeted skills of deficiency with appropriate

	Reading Goal #4:	intervention for students in the lowest 25%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (33)	50% (36)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough help to work with small groups	Utilize volunteers in the classroom to focus on skill deficiencies	Classroom Teacher	-Training for volunteers on fluency building -Identification of students that need fluency support -Schedule of volunteers working with students	FAIR scores of identified students
2	Teacher development and time available to create effective learning activities for various levels	Facilitate the creation of more effective Tier II intervention groups based on students' identified area of weakness	Counselor	Team Meeting Schedule	RtI process documentation
3	Students have not been taught the foundational skills to learn to read well on their own	Provide small group instruction that targets specific reading deficits	Classroom Teacher	Walkthroughs	PD 360, lesson plans

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # To decrease the students non-proficient in Reading by 50% in the next six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	84%	86%	

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:	Improve students ability to comprehend what they read.

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (101)	20% (91)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not always engage the students	Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.	Principal	Walkthroughs	PD360 walkthrough data
2	Tasks lack rigor	Assign tasks that follow an appropriate progression of rigor according to Webb's Depth of Knowledge	Principal	Walkthroughs	PD360 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Improve students ability to comprehend what they read.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (17)	75% (15)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction is not meeting the needs of all students	Provide small group and/or individualized instruction that targets specific reading deficits	MTSS school level team	MTSS	Tier II documentation, progress monitoring data
2		Use research based strategies to increase comprehension such as reciprocal teaching, QAR,	Principal	Walkthroughs	PD360 walkthrough data

Problem-Solving Process to Increase Student Achievement

		CRISS, and Lindamood-Bell			

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:	Improve students ability to comprehend what they read.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
28% (52)	25% (48)

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	Lessons sometimes do not engage the learner	Apply the shifts in thinking to create a 'common core' classroom focusing on process, not content and student engagement through the use of Lesson Study	Lesson Study PLC team	Lesson Study Process	Vertical Team reflection, team 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
ELA Common Core State Standards	K, 1, 2	District Curriculum leader	K, 1, and 2 grade teachers	May	team meetings	Principal
Lesson Study Cycle 1	All teachers	team leaders	School-wide	December	articulation meetings	Principal
Text Complexity	K-5 reading teachers	District Reading Coach	K-5 reading teachers	December	sign in sheet	Principal
Integrating reading into the MicroSociety	All teachers	MicroSociety Coordinator	School-wide	October	walkthroughs	Principal
Learning Plans on Demand	All teachers	Principal	School-wide	December	team meetings	Principal

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Online Access	School discretionary	$1,400.00
			Subtotal: $1,400.00
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
Integration of academics in MicroSociety	MicroSociety Consultant	School Title II	$1,400.00
Learning Plans on Demand	Consultant	School Title II	$2,000.00
ELA Common Core Standards	Pearson	District Title II	$15,818.00
			Subtotal: $19,218.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $20,618.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-2013 school year, the percent of ELLs making progress o the CELLA listening and speaking assessment will increase from 60% to 80%.

2012 Current Percent of Students Proficient in listening/speaking:

60% (3)

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	Opportunities for listening and speaking are not abundant during core classes	Teachers will utilize CRISS strategies to provide students meaningful opportunities to listen and speak	Classroom Teacher	Walkthroughs	PD360 evaluation data

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By the end of the 2012-2013 school year, the percent of ELLs making progress o the CELLA reading assessment will increase from 40% to 60%.

2012 Current Percent of Students Proficient in reading:

40% (2)

	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 training for mainstream teachers	Professional development will be provided by ESOL lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction and effective strategies in reading	ESOL lead teacher	conferencing and planning	lesson plans

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

3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-2013 school year, the percent of ELLs making progress o the CELLA writing assessment will increase from 60% to 80%.

2012 Current Percent of Students Proficient in writing:

60% (3)

	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 training for teachers working with ESOL students	Professional development will be provided by ESOL lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction and effective strategies in writing	ESOL lead teacher	conferencing and planning	lesson plans

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplement materials in the mainstream	'News for You', IDEA materials, leveled readers, bilingual dictionaries, and audio readings	District Title III	$9,385.00
			Subtotal: $9,385.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Supplement materials in the mainstream	Rosetta Stone and Orchard Software	District Title III	$11,950.00
			Subtotal: $11,950.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Training for Best bractices	Esol lead teachers provide training for core content teachers	District Title III	$2,700.00
			Subtotal: $2,700.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $24,035.00

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:	Increase students' knowledge of basic math skills and concepts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (146)	35% (150)

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	Changing standards...Sunshine State to NGSSS to Common Core	Lesson Study process applying to a common core mathematical practice	Principal	-Walkthroughs -ERO training schedule	Lesson Plans
2	Parent knowledge of math concepts	Provide Parent Development on math concepts	Math Teacher	-Parent Attendance -Agenda -Follow up with parents attending	-Sign In by parents -Phone log for follow up calls

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:	Increase the foundational math skills that students apply to mathematical problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	66% (2)

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 inability to translate word problems into mathematical steps they can solve	Utilize instructional methods that incorporates hands on materials and pictorial representations	ESE teacher	Student observation	Performance Matters 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	Increase critical thinking skills of students scoring Level 4

Mathematics Goal #2a:	and 5 on FCAT.	
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (253)	58% (262)

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 motivation and focus	Use technology to increase critical thinking skills and interest in the math lab	Math Lab teacher	Walkthroughs	PD360 walkthrough data
2	Time limits seem to force teachers to focus on lecture and procedural teaching practices	Encourage teacher to adopt pedagogical practices that include the use of inquiry based/problem solving and cooperative structures which put students in charge of their learning	Principal	Walkthroughs	Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase the foundational math skills that students apply to mathematical problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	100% (3)

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 an inability to translate word problems into mathematical steps they can solve	Utilize computer assisted instruction to provide visuals and additional practice	ESE teacher	Student observation	Performance Matters 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Empower students by incorporating into every math lesson, skills and strategies they can use to increase mathematical practices
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (203)	75% (213)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop basic concepts and bridge gap between grade levels	Integrate the Math Lab for spiral reviews of common core mathematical practices at each grade level	Math Lab Teacher	-Lesson Plan development -Walkthroughs	PD360 walkthrough data
2	Interventions sometimes focus on acquiring speed when solving basic skill problems	Use flexible small group instruction, effective center activities, and digital learning opportunities to reinforce and extend understanding of math processes	Principal	Walkthroughs, Tier II and III review meetings	Performance Matters data, Tier intervention 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:	Increase students' proficiencies wutg math skills that students apply to mathematical problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (2)

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 an inability to translate word problems into mathematical steps they can solve	Instructional methods will incorporate hands-on materials and pictorial representations utilizing computer assisted instruction as needed	ESE Teacher	Student observation	Performance Matters 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students will improve the processes needed to apply math skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (36)	54% (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 inability to visualize	Increase the use of manipulatives when teaching math concepts	Math Teacher	-Walkthroughs -Conduct Student Interviews	Classroom assessments
2	Students lack basic skills and conceptual understanding of critical content	Monitor and analyze core instruction data to ensure that intervention plans are progressing	MTSS school level team	-Data Analysis	Performance Matters data

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 # To decrease the students non-proficient in Math by 50% in the next six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	76%	79%	81%	84%	

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:	Improve students ability to apply math processes to solving math problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (129)	29% (119)

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	Instruction is not always culturally and learning style sensitive	Ensure students have necessary prerequisite knowledge for learning a new math strategy	Classroom Teacher	Progress Monitoring	Performance Matters 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:	Improve students ability to apply math processes to solving math problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (17)	60% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic skills and conceptual understanding of critical content	Provide extended learning time outside of the math block	Classroom Teacher	Schedule review	Performance Matters 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 mathematics.

Mathematics Goal #5E:	Improve students ability to apply math processes to solving math problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (55)	25% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not view as an important life skill	Utilize MicroSociety to integrate math skills into content that makes math more meaningful	MicroSociety Coordinator	Walkthroughs	Lesson Plans

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
ECommon Core State Standards/Mathema Practices	3-5	District Curriculum Leader	3-5 grade teachers	May	Sign in sheets	Principal
Lesson Study Cycle 2	All teachers	Team Leaders	School-wide	May	Articulation meetings	Principal
Integrating Math into theMicroSociety	All teachers	MicroSociety Coordinator	School-wide	October	Walkthroughs	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Consultant	District Title II	$16,500.00
Integrating academics into the MicroSociety	MicroSociety Consultant	School Title II	$1,400.00
			Subtotal: $17,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $17,900.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase student knowledge of science concepts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (54)	42% (64)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time is limited to explore scientific concepts	Science teachers will integrate science concepts across the curriculum	Classroom Teacher	Walkthroughs	PD 360 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Student will be exposed to grade level science concepts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (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	Student can't read science content identifying key details easily	Provide visual support for science concepts through computer assisted instruction	ESE Teacher	Student observation	Lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase higher-order thinking and complexity within science lessons.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (23)	20% (33)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to address NGSSS science concepts thoroughly	Teachers will incorporate inquiry based learning activities, science vocabulary, scientific thinking and lab activities across other curriculum areas and during Micro time	Classroom Teacher	Walkthroughs	Lesson Plans

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Student will be exposed to grade level science concepts.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
0% (0)	0% (0)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student can't read science content	Provide visual support for science concepts through computer assisted instruction	ESE teacher	Student observation	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
Science State Conference	Science Lab Teacher	State	Science Resource teacher	May	Faculty sharing	Principal
Science K-5 Fusion and Common Core	K-5	Silvina Doherty, Donna McCane, Susan Viola	School-wide	January	Use of Fusion Materials during Walkthroughs	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental materials	Lab resource funds	State	$927.50
			Subtotal: $927.50
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
Increase science competency of science resource teacher	State Science Conference	Title II	$800.00

			Subtotal: $800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,727.50

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:	Improve students' ability to communicate more effectively through writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (140)	98% (143)

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	Weak convention skills	Increase attention to the correct use of standard English conventions and the quality of details	Classroom Teachers	Walkthroughs	Evidence of convention improvement in district writing prompts
2	Lack of consistency among the grade levels	Become more familiar with the common core expectations for each grade level implementing fully at kindergarten and first grade	Team Leader	Team Meetings	School-wide writing prompts
3	Minimal opportunities for students to write	Integrate writing across the curriculum	Classroom Teachers	walkthroughs	PD360 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	N/A

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
Exemplar Papers and FCAT Writing calibration scoring guides	4th grade	Assessment Teacher, 4th grade team leader	4th grade teachers	December	Teacher conferencing	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Exemplar papers and FCAT writing calibration scoring guides	Writing scoring samples	District-Title II	$5,498.00
			Subtotal: $5,498.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,498.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance	
Attendance Goal #1:	Improve the on time attendance of students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.10% based on 945 students, 180 instructional days	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
280	260
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
79	69

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Encourage alternative ways for parents to get students to school ex. bus, car pools	Principal	-Interviews -Observations -Tardy phone calls -Monthly attendance data review by student care team -Problem solving to determine effective strategies	-Reduction in tardies based on data review
2	No previous meaningful consequence	Educate parents on school procedures and consequences	Guidance Counselors	-Document meeting outcome lists -Create Student Care Team agendas	-Number of Parent contacts made on attendance-attendanceand tardy data
3	Lack of communication to parents regarding attendance expectations	Provide information to parents on edline about attendance expectations	Data Entry, Guidance Counselors	-Meetings with Parents	Attendance rate
4	Lack of interest in attending school	Create a bonus pay program for students with less than 3 absences in a 9 week period.	Counselor, Micro Coordinator, Data Entry	-Keep Micro Payroll -Utilize the bank -Give Certificates to students earning 'Bonus' quarterly	-Student Absent reports showing decrease in absences throughout the year

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of repeated incidences that cause at risk students to be out of the classroom.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
10	7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

2	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	0

	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	Correct implementation of the RtI process for behavior	Develop school level team to address common behavior interventions for small groups	Team Leader	-Correct RtI documentation -Guidance Counselor Logs	Discipline Referral
2	Students lack skills in conflict resolution strategies	Guidance will implement conflict resolution lessons with at risk students	Guidance Counselor	Student list of meetings	Discipline Referral

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 Database	K-5	USF	Principal, Data Entry	November	Use of Reports	Principal

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the number of parent volunteers in the intermediate classrooms.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
41,760 hours served by parents of 945 students	44,000 hours

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of intermediate curriculum	Provide tutorial nights for parent volunteers in math concepts	Volunteer Coordinator, Team Leaders,Math Teacher	-Created tutorial night schedule -Conducted parent interviews	-Sign in sheets -Needs Assessment
2	Time for teachers to plan meaningful activities for parent volunteers	Assign volunteers to classrooms that are in greatest need suggesting activities that parent has strength	Volunteer Coordinator	Classroom observations	Volunteer hours

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to plan for lessons that integrate Science, Technology, Engineering, and Math into other subjects	Utilize MicroSociety and Science Lab time to integrate and teach science, math and technology	Science Resource Teacher, MicroSociety Coordinator	Walkthroughs	Lesson Plans
2	Teachers require additional training in STEM preparation	Provide teachers with opportunities to observe the Science Resource Teacher implementing a STEM lesson	Principal	Observation schedule	Sign In

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 observation	3-5	Science Resource Teacher	3-5 grade teachers	May	Team discussions	Principal

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
Observation of STEM activities	Substitutes	School Title II	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Online Access	School discretionary	$1,400.00
CELLA	Supplement materials in the mainstream	'News for You', IDEA materials, leveled readers, bilingual dictionaries, and audio readings	District Title III	$9,385.00
Science	Supplemental materials	Lab resource funds	State	$927.50
				Subtotal: $11,712.50

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Supplement materials in the mainstream	Rosetta Stone and Orchard Software	District Title III	$11,950.00
				Subtotal: $11,950.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integration of academics in MicroSociety	MicroSociety Consultant	School Title II	$1,400.00
Reading	Learning Plans on Demand	Consultant	School Title II	$2,000.00
Reading	ELA Common Core Standards	Pearson	District Title II	$15,818.00
CELLA	Training for Best bractices	Esol lead teachers provide training for core content teachers	District Title III	$2,700.00
Mathematics	Common Core Standards	Consultant	District Title II	$16,500.00
Mathematics	Integrating academics into the MicroSociety	MicroSociety Consultant	School Title II	$1,400.00
Science	Increase science competency of science resource teacher	State Science Conference	Title II	$800.00
Writing	Exemplar papers and FCAT writing calibration scoring guides	Writing scoring samples	District-Title II	$5,498.00
STEM	Observation of STEM activities	Substitutes	School Title II	$1,000.00
				Subtotal: $47,116.00

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: $70,778.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n No

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

No Attachment (Uploaded on 9/6/2012)

School Advisory Council

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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

School Advisory Council meetings are advertised and we continually invite parents and community to join our SAC. Any interested parents and community are able to become a member. If the ratio of school employee exceeds the 49%, teachers are elected by their peers to serve.

Projected use of SAC Funds	Amount
Equipment or Supplies that teachers may request that support the mission and vision of the school and its improvement plan.	$3,687.00

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

The School Advisory Council will continue to review the School Improvement Plan and suggest areas of improvement. They also will monitor the collection of boxtops and the use of those expenditures.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hernando School District
CHOCACHATTI ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	88%	87%	67%	330	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	69%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	64% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Hernando School District
CHOCACHATTI ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	85%	87%	60%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	68%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	56% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested