

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: SPARR ELEMENTARY SCHOOL

District Name: Marion

Principal: Dawn Prestipino

SAC Chair: Jessica Jones

Superintendent: James Yancey

Date of School Board Approval: November 8, 2011

Last Modified on: 10/22/2012

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	Dawn Prestipino	Bachelor of Science and Masters degree in Educational Leadership	2	13	Greenway Elementary, Marion County 1999-2000 -"C" up from "D" 200-2001 "B" 2001-2002 "A" Villages Charter School Primary Center, Sumter County 2002-2003-No grade South Ocala Elementary, Marion County 2003-2009 "A"s except one year. Had points for an A but assigned B because of lower quartile not making gains. (Made provisional AYP one year and made AYP one year) Eighth St. Elementary, Marion County 2009-2010 "A" Missed AYP by two categories. Reading 91% on or above grade level Math 87% on or above grade level. Learning gains Reading -70% Learning Gains Math -68%. Learning Gains Reading LQ - 60% Learning Gains Math LQ -70% Sparr Elementary 2011-2012 "B" Grade Reading 57% on or above grade level

					<p>Math 68% on or above grade level Learning gains Reading - 54% Learning gains Math - 71% Learning gains Reading Lowest Quartile - 48% Learning gains Math Lowest Quartile - 77% 2011-2012- B Grade Reading 49% on or above grade level Math 58% on or above grade level Learning gains Reading - 76% Learning gains Math - 74% Learning gains Reading Lowest Quartile - 77% Learning gains Math Lowest Quartile - 77%</p>
Assis Principal	Wendy Moffett	<p>Bachelor of Science in Health Science Education and Master of Education in Educational Leadership</p>			<p>MWE: 2010-2011 Grade-A AYP-87% Learning Gains in Reading-70% Learning Gains in Math-71% Learning Gains in Reading for lowest 25%-72% Learing Gains in Math for lowest 25%- 72%</p> <p>MWE: 2009-2010 Grade – B AYP – 85% Learning Gains in Reading – 69% Learning Gains in Math – 66% Learning Gains in Reading for lowest 25% - 46% Learning Gains in Math for lowest 25% - 59%</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.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Stacie Newmones	Bachelor degree in Elementary Education	18	5	<p>2007-2008-School grade of a "C" (no AYP) 2008-2009 "B" (no AYP) 2009-2010 - "B" (no AYP)Reading subgroups missing AYP: B,SWD,ED. Seventy-six percent of the students were proficient in reading. Sixty-five percent made learning gains in reading. Sixty percent of the lowest quartile made learning gains. 2010-2011 - School Grade "B" -(No AYP) 2011-2012 Reading on grade level - 49% Reading gains - 76% Reading gains lowest quartile - 77%</p>
Math	Vickie Jenkins	Bachelor degree in Elementary Education and Middle Grades Mathematics, Masters degree in Educational Leadership	13	3	<p>2009-2010- School Grade "B" (no AYP) Seventy-two percent of students were proficient in math and 76% met high standards in writing. Sixty-two percent made learning gains in math. Sixty-five percent of the lowest quartile made learning gains. 2010-2011- School Grade "B"(No AYP) Seventy-seven percent of students met high standards in math. Seventy-seven percent made learning gains in math and 77% of lowest 25% made learning gains in math. AYP data for subgroups was made by our white students. However, our black, economically disadvantaged, and students with disabilities did not make AYP. 2011-2012 Math on grade level - 58% Math gains - 74% Math gains lowest quartile - 77%</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Assign Mentors	Administration	On-going	
2	New Teacher Training	Administration/Coaches	On-going	
3	Post any new teaching position through district web site	Administration	On-going	

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	0

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
32	0.0%(0)	0.0%(0)	65.6%(21)	34.4%(11)	40.6%(13)	100.0%(32)	0.0%(0)	6.3%(2)	46.9%(15)

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
Sparr has "0" teachers under 7 years experience.	N/A	N/A	N/A

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

Sparr's Title 1 budget supports reading, math, and writing programs being implemented at our school. The programs and employees supported through these funds work in connection with other federal and state funded programs.

Title I, Part C- Migrant

District funds are used to purchase:

School supplies

Provide an after school tutorial program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Fund a Migrant Liaison that works with schools and families to identify students and provide needed referrals for families. (Families must meet federal eligibility to participate in the program). Sparr Elementary is the recipient of school supplies to support needy students at the beginning of each school year.

Title I, Part D

N/A

Title II

Title II - Part A - district provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II- Part D - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs such as technology in classrooms that will increase the instructional strategies provided to students and for instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II- Part D funds are used to purchase Success Maker licenses and provide professional development for Success Maker).

Title III

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Funding received supports the ELL students at Sparr and are utilized by classroom teachers and the ELL support paraprofessional.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. When necessary, the district's homeless liaison is instrumental in supporting the needs of the students at Sparr Elementary with clothes, shoes and school supplies for students designated as homeless.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Sparr Elementary participates in the DARE program for all 5th grade students. This program focuses on educating students of the dangers of drugs and alcohol, and allows the DARE officer to educate students to make safe decisions in life versus unsafe potentially harmful decisions as they become young adults.

Sparr Elementary participates in the Positive Behavior System approved by the district. Using this system, Sparr rewards good behavior and attendance.

Nutrition Programs

Sparr Elementary participates in the free breakfast program for all students in grades Pre-K-5. Sparr also offers lunch meals at a free or reduced rate for those students who qualify. Additionally, Sparr Elementary works with Interfaith to receive backpacks on a weekly basis to support families and students who receive free or reduced meals during the school day. Food received in the backpacks enables students to eat nutritious meals on the weekends.

Housing Programs

Families experiencing housing difficulties are referred to our school social worker for assistance and support. The district provides a "homeless" liaison.

Head Start

Sparr does not have a Head Start program on campus, but offers a VPK program during the school year to support four year needs within the community. We do have a need for additional VPK services.

Adult Education

All parent inquiries for adult education are either referred to Community Tech Adult Education Center or to the Title 1 department for GED or adult education information.

Career and Technical Education

All parent or community inquiries are referred to the Community Tech Adult Education Center.

Job Training

N/A

Other

Marion County Fire Rescue promotes fire safety through the Fire Prevention Week campaign.
Marion County Sheriff Department provides DARE training to fifth grade students.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of our RtI Leadership Team include:

Guidance Counselor- Dr. Kimi West

Assistant Principal- Wendy Moffett

School Psychologist - Lisa Merrow

Reading Coach - Stacie Newmones

Curriculum Coach - Vickie Jenkins

Dean - None

*provides a vision for the decision making using data

*provides professional development

*Monitors RtI process, communication with parents/teachers

Classroom Teacher

*collects data

*provides/assists interventions

School Psychologist

*interprets data

*provides feedback

*testing

Guidance Counselor

*interprets data

*assists in the development of intervention plans

*parent or other resource contact

Behavior Specialist

*provides input on data to be used

*interprets data

*observe/monitor behaviors

Coaches

*model good classroom strategies

*help interpret data

*help collect data

*assist with interventions

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?

Guidance Counselor - Maintains the records of the Student Assistance Team meetings, assists teachers in completing paperwork; including documenting intervention strategies, and ensures all necessary paperwork is completed by the classroom teacher to create a comprehensive review of a student's academic progress.

Principal/Assistant Principal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI on an on-going basis, ensures implementation of intervention in the classroom during III remediation time, assists teachers in completing paperwork; including documenting intervention strategies, and ensures students identified as non-proficient during PMP meetings are referred through the SAT process.

Inclusion Teacher - Provides intervention recommendations for classroom teachers, helps to ensure intervention programs and strategies are appropriate for the student, and assists teachers in gathering intervention data on a regular basis. Assists students needing interventions.

Classroom Teacher- Implements the core instruction, gathers core and intervention data for students on a regular basis,

implements Tier I instruction, and coordinates with the MTSS teacher to develop Tier II and Tier III strategies for select students.

School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, and ensures all necessary paperwork is completed by the classroom teacher to create a comprehensive review of a student's academic progress.

Reading/Curriculum Coach - Provides core and intervention recommendations to the classroom teacher and to the SAT committee, coordinates diagnostic testing that will be utilized to determine Tier II and Tier III interventions, progress monitors student data on an on-going basis, and provides staff development opportunities to assist teachers in making appropriate instructional decisions to support the academic progress of students.

The RtI Leadership Team follows the following process:

Step 1: Problem Identification - identify and define the target problem.

Step 2: Problem Analysis - attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention - Monitor progress and determine "Is it working?"

If the interventions are not working, the implementation of SAT (Student Assistant Team) occurs. The RtI Leadership team or SAT team will meet as needed. The RtI team works with the individuals on the PMP team to coordinate intervention efforts and to monitor student progress utilizing all available data.

Administration will assist with the decision-making regarding discipline issues of students by monitoring student behavior, assisting teachers in writing behavior goals for students, and by assisting teachers in the documentation of students' progress. The dean will also make contact with the school's behavior specialist as it relates to students' behavioral needs.

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 MTSS Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time.

The AP, Coaches, and Classroom teachers are members of SAC and help develop the SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Reading- Utilizing the PMRN, Benchmark/INFORM, and SMS data management systems current FAIR, FCA, Benchmark Assessment, and FCAT data can be analyzed to determine reading effectiveness and to summarize data.

Mathematics- Utilizing Success Maker, Benchmark/INFORM, Fastmath, and SMS data management systems current Success Maker, FCA, Benchmark Assessment, and Fastmath data can be utilized to determine the effectiveness of the core/remedial math programs, as well as summarizing data.

Science and Writing - Utilizing Benchmark/INFORM and SMS data management systems current Benchmark, FCA, and demand writing scores can be analyzed to determine the effectiveness of the science and writing programs.

Behavior- Utilizing SMS data management systems current and previous discipline data can be analyzed to determine the effectiveness of behavior intervention programs at each grade level and with specific students.

*Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will "come in range" of target - even if this is long range. The level of "risk" lowers over time.

*Questionable Response: the rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.

*Poor Response: The gap continues with no change in rate.

Describe the plan to train staff on MTSS.

Most professional development was done last year when we went to full implementation of RtI. Professional development on "changes" will be provided in small group grade level trainings after school and during half day using small group opportunities. Training on the new Performance Matters (data collection) was offered at the school. The focus will be on creating a shared understanding of the MTSS process and the teacher's, support staff's, and administrator's role in that process.

Describe the plan to support MTSS.

Sparr will support MTSS by implementing the core curriculum and interventions with fidelity. We will continually monitor through teacher meetings, data collection, and accurate record keeping.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will include:

Assistant Principal
Reading Coach
Media Specialist
primary teacher
intermediate teacher

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

The Literacy leadership team is designed to meet on a regular basis to review programs, disaggregate reading/writing data, and implement literacy strategies which will positively impact all students K-5. the Assistant Principal will facilitate the literacy meetings, provide reading/writing resources, routinely monitor reading/writing programs being utilized within the classrooms, regularly monitor FCA and Benchmark Reading Assessment data to discuss with the literacy team, and along with the reading coach will create agendas for each meeting. The Reading Coach will be responsible for routinely monitoring reading/writing programs being utilized within the classrooms, model literacy strategies in K-5 classrooms to enhance reading/writing instruction, monitor FCA and Benchmark Reading Assessment data to discuss with the literacy team. and work with the Assistant Principal to create agendas for each literacy meeting. Each grade level teacher will be responsible for communicating grade level literacy needs to the team, disaggregate reading/writing data for their respective grade level, and share new reading/writing initiative with the team.

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

The major initiatives of the Literacy Leadership team this year will include:

Align our intervention programs to the specific needs of students
Implement and assist with Common Core

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.

Stagger start is a district initiative to assist Kindergarten students in transitioning into local elementary school. About twelve students per day attend school the first three days giving staff the opportunity to administer assessments, observe students, and eliminate anxiety. Students are assigned a teacher at the end of stagger start.

FAIR and FLKRS are measurement tools used to determine readiness needs.

Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. On going communication is provided to parents regarding these programs. Federal and state funding are used to provide programs for our preschool children.

A Title I Four Year Old preschool program is currently in place during the regular term and summer month (Summer VPK) to facilitate the students' successful transition into Kindergarten. The TERA-e (Test of Early Reading Abilities) are administered to identify student school readiness levels, knowledge of the alphabet, sound print concepts, and research based curriculum, is implemented in all title I preschool programs. TERA post test results indicate the majority of students that attend Pre-K, score at or above the average levels by the end of the year. Our full-time Pre-Kindergarten teacher is responsible for implementing the Pre-K instructional strategies.

When students enter Kindergarten they are assessed on 7 developmental areas during FLKRS testing. Historically, data shows that our VPK students continue to academically excel after they enter Kindergarten. Our Kindergarten teachers are responsible for implementing the instructional strategies relevant to Kindergarten students.

*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.

N/A

*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?

N/A

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?

N/A

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](#)

N/A

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:	One hundred percent (151)of students in grades 3-5 at Sparr Elementary will be reading on or above grade level by 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty-nine percent(74) of students in grades 3-5 scored at or above grade level on FCAT Reading.	Ninety-three percent (140)of students in grades 3-5 will score at or above grade level on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time limitations for Reading instruction due to required minutes for other core subjects.	Continue and maintain a consistent and effective 90 minute Reading Block with whole group and differentiated instruction.	Reading Coach, Administration	Administrative walkthroughs will monitor Reading blocks to ensure that teachers are following designed schedule	Copy of Mster Schedule, with specific breakdown of 90 minute reading block established and instructional lessons planned.
2	Knowledge of programs available and what those programs can offer students	Assign train the trainers for Common Core. Participate in all Common Core training from district.	Administration, Reading Coach	Maintain notes from collaborative meetings.	Monitor Common Core lessons and lesson plans.
3	Limited Time for Training	Establish professional learning communities to ensure collaboration of best practices and consistency of usage across grade levels for strategic lesson planning and data review.	Reading Coach, Curriculum Coach	Agendas and recorded minutes reflecting support received for differentiated instruction; Lesson plans that reflect research-based differentiated instruction	Reading Coach's Log and Grade Level Minutes recorded and submitted.
4	Limited time during school day.	Encourage 20 minutes of reading each night at home.	Classroom teacher, Reading Coach, Media Specialist	AR Goals	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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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:	One hundred percent (151) of Sparr Elementary's grade 3-5 students will score at or above grade level on FCAT Reading by 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty percent (30) of students in grades 3-5 scored at level 4 or 5 on FCAT Reading 2012.	Fifty percent (76) of students in grades 3-5 will score at level 4 or 5 on FCAT Reading 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints for enrichment activities	Continue Accelerated Reader incentives. Readers Club, etc. Encourage "Ticket to Read".	Media Specialist, Reading Coach	Monitor data	Success Maker reports, Ticket to Read reports, AR reports
2	Time	Utilize STAR to quickly determine student independent reading level and monitor progress.	Media Specialist	Monitor data	STAR Reports 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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:	One hundred percent (151) of Sparr Elementary's grade 3-5 students will score at or above grade level on FCAT Reading by 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy percent (106) of grade 3-5 students made learning gains on FCAT Reading 2012.	Ninety-three percent (140) of grade 3-5 students will make learning gains on FCAT Reading 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability/time constraints of reading coach for each classroom/grade level	continue utilizing our school reading coach to support instruction, model best practices, and provide enrichment activities to classroom teachers.	Administration, Reading Coach	Administrative walkthroughs as well as leadership team meetings will be utilized to ensure modeling/utilizing enrichment activities are taking place in classrooms.	Copy of Reading Coach's Log
2	Securing, organizing, and maintaining all pertinent reading data	maintain all student data in data folder on the "I" drive (shared drive). Establish bi-weekly grade level data meetings to review reading assessment data, such as reading FCA's, Benchmark Assessment, and FAIR.	Administration, RtI Paraprofessional	Data folders on "I" drive. Notes from data meetings.	Data meeting minutes which are turned in bi-weekly to administration.
3	Schedule interruptions that may take place due to special programs, emergency weather days, etc.	Continue to support reading instruction outside the 90 minute Reading Block with programs such as Success Maker Enterprise technology Program, Ticket to Read, FCAT Explorer, Read Naturally, Triumphs intervention kit and other intervention programs.	Administration and Reading Coach	On-going intervention data will be reviewed every data meeting to determine the effectiveness of the intervention.	Copies of SuccessMaker, Triumphs, Ticket to Read and FCAT Explorer usage and progression 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 reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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:	One hundred percent (151) of Sparr Elementary's grade 3-5 students will score at or above grade level on FCAT Reading by 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-seven percent (21) of the lowest quartile students in grades 3-5 made learning gains on FCAT Reading 2012.	Ninety-three percent (28) of students in the lowest quartile in grades 3-5 will make learning gains on FCAT Reading 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Securing, organizing, and maintaining all pertinent reading data	Maintain all student data in teacher folders on the "I" drive (along with RtI interventions/strategies). Grade level data meetings bi-weekly to review reading assessment data, such as FCA's, Benchmark Assessment, and FAIR	Administration, RTI Paraprofessional, Intervention Teacher, Reading Coach	Data folders on "I" drive. Data review at grade level data meetings, RTI meetings, PMP Meetings	Completed data folders
2	Availability of paraprofessional to tutor students before and after school and student transportation.	Provide before and after school tutoring to reinforce grade level appropriate skills	Assistant Principal and the Curriculum Coach	Before and after data will be reviewed by administration after each tutoring session.	Copies of before and after school tutoring data and attendance
3	Student motivation	Kagan Strategies to actively engage all students in learning.	Assistant Principal, teachers	Data review	Benchmark Assessment Data, FCA, and FCAT Data
4	Finding research based interventions. Time	Read Naturally Live	Principal Reading Coach	Data review	FCAs Benchmark FCAT STAR Report
5	Finding research based interventions.	Reading Performance System	Principal and Reading Coach and para.	Data reports from system	FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Each year Sparr Elementary will reduce the achievement gap by 12%.					
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:	One hundred percent(175)of Sparr Elementary's grade 3-5 students will score at or above grade level on FCAT Reading by 2013-2014.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Fifty-nine percent of white students and thirty-three percent of black students performed on or above grade level on FCAT Reading 2012.	Sixty percent of white students and fifty percent of black students will score on or above grade level on FCAT Reading 2013.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	iii remediation through additional Success Maker time.	teacher	data monitoring	Success Maker

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
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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:	One hundred percent of SWD students will score at or above grade level on FCAT Reading by 2014.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Thirty-one percent of the SWD scored at or above grade level on FCAT Reading 2012.	Forty percent of the SWD will score at or above grade level on FCAT Reading 2013.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	Schedule the ESE inclusion teachers for maximum potential. Utilize ESE para. for additional help in grades 3-5.	ESE inclusion teachers.	Monitor data to determine skill mastery.	FCAs FCAT
2	Scheduling with additional small group/one on one time.	Schedule the ESE inclusion teachers for maximum potential. Utilize ESE para. for additional help in grades 3-5.	ESE inclusion teachers.	Monitor data to determine skill mastery.	FCAs FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	One hundred percent of ED students will score at or above grade level on FCAT Reading 2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty-two percent of ED students scored at or above grade level on FCAT Reading 2012.	Fifty-five percent of ED students will score at or above grade level on FCAT Reading 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	time	Success Maker	homeroom teacher	monitor data	Success Maker

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-2	Train the trainers. One each grade level.	K-2 Teachers, Admin., Reading Coach	August 2012 through May 2013.	Lesson Plans Collaboration meetings.	Administration
Earobics Waterford	K-3	Reading Coach	K-3 Teachers and Paraprofessionals	August 2012-September 2012	Intervention data	Reading Coach Assistant Principal
Best Practices Sessions	k-5	Reading Coach and/or Assistant Principal	K-5 Teachers	August 2012 - May 2013	Collaboration Meetings, Lesson Planning, Walkthroughs and Observations	Reading Coach Principal Assistant Principal

Reading 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
Reading fluency, brain exercises, eye movement/exercise	Reading Performance System	Title 1	\$600.00
Reading Fluency	Read Naturally Live	Title 1	\$998.50
Assessment	STAR	Title 1	\$309.00
			Subtotal: \$1,907.50
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Collaboration using Common Core	Purchase Substitutes for teacher planning/collaboration	Title 1	\$1,027.00
Modeling	Reading Coach	Staff Development	\$0.00
			Subtotal: \$1,027.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions	Paraprofessional	Title 1	\$22,397.00
Tutoring	SMART Club - after school tutoring	Title 1	\$5,000.00
			Subtotal: \$27,397.00
			Grand Total: \$30,331.50

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.		One hundred percent of Sparr's ELL students will score proficient in Oral Skills as determined by the CELLA assessment in 2013.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Forty-two percent (3) of K-2 ELL students scored proficient in Oral Skills on the CELLA 2012. Zero percent (0) of 3-5 ELL students scored proficient in Oral Skills on the CELLA 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Home Language is not english	Daily assistance from ESOL paraprofessional within their classroom setting.	ESOL Paraprofessional and classroom teacher	Grades/Data	CELLA results
2	Home language is not english.	Waterford/Earobics	Classroom Teacher	Program reports	CELLA Results

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:			One hundred percent of Sparr's ELL students will score proficient in reading as determined by the CELLA assessment in 2013.		
2012 Current Percent of Students Proficient in reading:					
Zero percent (0) of K-2 ELL students were proficient in reading on CELLA 2012. Seventeen percent (1) of the 3-5 ELL students were proficient in reading on CELLA 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English is not the first language at home.	Waterford/Earobics	Classroom teacher	Program reports	CELLA data
2	Time - Need more practice	Sucess Maker Reading	Classroom teacher	Sucess Maker reports	CELAA 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:			One hundred percent of Sparr's ELL students will score proficient in writing as determined by the CELLA assessment in 2013.		
2012 Current Percent of Students Proficient in writing:					
Twenty-nine percent (2) of K-2 ELL students scored proficient in writing on the CELLA 2012. Thirty-three percent (2) of 3-5 ELL students scored proficient in writing on the CELLA 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English is not the first language at home.	ESOL paraprofessional assistance in the classroom.	ESOL Para. and classroom teacher.	Program results	CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	One hundred percent(151)of Sparr's grade 3-5 students will score on or above grade level in Math by 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty-nine percent(89)of all 3rd-5th grade students scored on or above grade level on FCAT 2012.	Ninety-three percent(140)of all 3rd-5th grade students will score on or above grade level on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to provide services to teachers and students across all grade levels in addition to 4th grade writing and 5th grade science.	Utilize a curriculum coach to support instruction, model best practices, and support classroom teachers with materials to accelerate student learning in mathematics.	Curriculum Coach	Administrative walkthroughs as well as leadership team meetings will be utilized to ensure modeling/utilizing enrichment activities are taking place in classrooms	The curriculum coach will utilize and submit a log indicating time and tasks performed throughout the day.
2	Providing time to ensure that all students have the opportunity for daily use.	Maintain the use of technology in the classroom and the computer lab, including but not limited to FASTTMath, SuccessMaker, FCAT Explorer, Think Central, and VMath	Assistant Principal and the Curriculum Coach	FASTTMath Fact Fluency Reports and Successmaker Cumulative Gains reports will be reviewed at every data meeting to determine effectiveness and use of the intervention.	Copies of reports will be maintained in data notebooks.
3	Engaging students	Utilize clickers	Teacher	Monitor student engagement/active participation	FCAT FCAs
4	Teacher knowledge	Common Core Training	Assistant Principal Train the trainers one teacher from each grade level.	Evaluation walkthroughs	Evaluation reports as shown in Performance Matters.

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	One hundred percent (151)of Sparr's grade 3-5 students will score on or above grade level in Math by 2013-2014 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-one percent(32)of Grade 3-5 students scored at Levels 4 and 5 on FCAT Math 2012.	Thirty percent(47)of the students will score at FCAT Level 4 and 5 on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Continue to utilize Success Maker, FASTTMath, and other technology that will take students beyond grade level.	Curriculum Coach	SuccessMaker and FASTTMath reports indicating above grade level proficiency.	Success Maker reports, FASTTMath 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 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
1		N/A			

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:	One hundred percent (151)of students in 3-5 grades will score on or above grade level on FCAT Math by 2013-2014.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-four percent(112)of the students in grades 3-5 made learning gains on FCAT Math 2012.	Ninety-three percent(140)of Grade 3-5 students will make learning gains on FCAT math 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling time constraints	Continue to group students according to their math academic ability to support their needs in the classroom and offer additional support to approaching math classrooms.	Assistant Principal and Curriculum Coach	Monitor student data (graphs) at data meetings and within professional learning communities.	Copy of master schedule.
2	Time to utilize the program properly	Continue to utilize the Acaletics math program to review and preview math strands	Assistant Principal and the Curriculum Coach	Administrative walkthroughs during the Acaletics time	Acaletic assessment 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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
1		N/A			
2		N/A			

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:	One hundred percent(151) of grade 3-5 students will score on grade level or higher on FCAT Math by 2013-2014.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-seven percent(23)of the lowest quartile students in grades 3-5 made learning gains on FCAT MATH 2012.	Ninety-three percent(28)of the lowest quartile students in grades 3-5 will make learning gains on FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of paraprofessionals/teachers to tutor students before and after school and student transportation.	Utilize a paraprofessional to conduct before school tutoring and select teachers to implement a 3-5 grade math camp using various computer programs and hands on math manipulatives.	Administration and Curriculum Coach	Maintain and submit daily attendance logs indicating programs/activities used by each student.	Copies of Administrative reports pulled from various programs as well as weekly progress reports for each student prepared by the tutor.
2	Parental awareness and understanding of what is available	Offer Supplemental education services to support individual student math needs for qualifying students	District	Data provided by SES tutoring companies will be reviewed at student PMP meetings	Copies of data provided by the SES tutoring company.
3	Meeting all students needs	Inclusion	ESE Teachers, Classroom Teachers	IEP Goals	FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Each year Sparr Elementary will reduce the achievement gap by 12%.					
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:	One hundred percent of all students will score at or above grade level on FCAT Math 2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-three percent of white students and forty-two percent of black students scored at or above grade level on FCAT math 2012.	Sixty-five percent of both subgroups will score at or above grade level on FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time away from core instruction	Provide weekly mentoring sessions to black students in grades 3-5 that rank in the lowest 25% to focus on academic needs as well as social and emotional needs.	Curriculum Coach	Utilize a self-evaluation tool allowing students to identify their own areas of weakness, strategies/goals to improve these areas of weakness.	Students will submit weekly progress reports indicating whether or not they achieved their goal
2	Availability of manipulatives	Model, use hands on math, and incorporate math games during centers and mentoring	Curriculum Coach	Administrative walk throughs as well as a log being maintained indicating time spent with	Benchmark, Acaletics, FCAT assessments data.

		sessions.		students and the engaging activities.	
3	Time	Utilize Think Central program that reinforces skills.	Curriculum Coach	Monitor data	Think Central 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:			
N/A		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
1		N/A			

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:		On hundred percent SWD students will score at or above grade level on FCAT Math 2014.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Forty-two percent of SWD scored at or above grade level on FCAT Math 2012.		Fifty percent of SWD students will score at or above grade level on FCAT Math 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students off task. Teacher ability to get to all students.	Actively engage students in learning utilizing Kagan strategies	ESE Inclusion Teachers and Para.	Monitor data	FCAs

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:		One hundred percent of ED students will score at or above grade level on FCAT Math 2014.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Fifty percent of ED students scored at or above grade level		Sixty-five percent of ED students will score at or above			

on FCAT Math 2012.					grade level on FCAT Math 2013.
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Conference with student to explain last year's FCAT results and areas needing improvement.	Guidance Counselor and or classroom teacher.	Data	FCAT data

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
Common Core	K-2	Curriculum Coach, Train the trainers one teacher from each grade level K-2	Common Core Math	August 2012 through May 2013.	Lesson Plans Observations	Curriculum Coach, Administration
Success Maker Training	K-5	Assistant Principal	Report training, Individualized instruction	September 2012	Success Maker Reports	Assistant 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
Number concept practice	Brain Pop	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Modeling Training	Curriculum Coach	Title 1	\$24,705.00
			Subtotal: \$24,705.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions	Curriculum Coach	Title 1	\$30,881.00
			Subtotal: \$30,881.00
			Grand Total: \$56,586.00

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:	One hundred percent(56) of 5th grade students will score at proficiency level or higher in science by 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty-three (24) of 5th grade students scored on or above grade level on FCAT Science 2012.	Sixty percent(34)of 5th grade students will score on or above grade level on FCAT Science 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Empowering teachers to utilize science leveled readers outside the science block.	Science leveled readers will be utilized during the reading and writing block to teach science vocabulary and increase comprehension of nonfiction text	Administration	Administrative walkthroughs and review of lesson plans	Unit tests, FCAs, and FCAT assessments.
2	Time to teach the Scientific process	S.W.A.P. (Science with a Purpose) On each early release day, all grade levels will participate in hands-on science lessons for the entire day.	Administration	Administrative walkthroughs, review of S.W.A.P. lesson plans	Science notebooks, Science projects, FCA assessment scores.
3	Time Earlier Grade levels do not have enough time to build a strong scientific base for students.	Brain Pop	Administration	Data	FCAs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
1		N/A			

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:	Eighty percent (45)of 5th grade students will score a level 4 or 5 on FCAT Science 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifteen percent (8)of 5th grade students scored a level 4 or 5 on the FCAT Science 2012.	Twenty-five percent(11)of 5th grade students will score a level 4 or 5 on FCAT Science 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to teach the Scientific process	S.W.A.P. (Science with a Purpose) On each early release day, all grade levels will participate in hands-on science lessons for the entire day.	Administration	Administrative walkthroughs, review of S.W.A.P. lesson plans	Science notebooks, Science projects, FCA assessment scores.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
1		N/A			

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
N/A						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Vocabulary in Science Content	Science Club - after school	Title 1	\$553.00
			Subtotal: \$553.00
			Grand Total: \$553.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		One hundred percent (40)4th grade students will score proficient or higher in writing on FCAT Writes 2013-2014.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Sixty-four percent(26)of our 4th grade students scored a 3.0 (proficient) or higher on the FCAT Writes 2012.		Eighty percent (32) of our 4th grade students will score proficient in writing on the FCAT Writes 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain the fidelity of the Write Reflections Program	Maintain a 60 minute Language Arts block in grade 4.	Assistant Principal	Walkthroughs, assess lesson plans, Demand Writing data	Quarterly demand writing scores and FCAT Writing assessment in

					grade 4
2	Transportation	Provide an after- school writing workshop for all students in 4th grade expanding on the core concepts and writing vocabulary introduced in the classroom.	Assistant Principal and the Curriculum Coach	Administrative walkthroughs and attendance rosters for the workshop.	2012-2013 FCAT Writes scores
3	New scoring procedures emphasize the need for improvement in areas of spelling and conventions of Writing	District training for 3-5 grades. Common Cores training for K-2 new assessment.	Assistant Principal, District Personnel	Administrative walkthroughs, scoring aligned with state, writing samples.	Demand writing scores, classroom writing samples, FCAT Writing assessment
4	Time	Melissa Forney Writing training for 4th grade teachers. Summer 2012	Assistant Principal	Observations Scoring aligned with state.	FCAT Writes Results

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:				
N/A	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
1		N/A			

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
Writing Enhancement Workshop	3-5 Writing	Assistant Principal	3rd-5th grade teachers	September/October	Collaboration meetings to score district writing assessments	Administration
Purposeful Writing Training	K-5 Writing in all subject areas	Assistant Principal/Lead Teachers	School-wide	October/November	Lesson plans, walk-throughs	Administration
FCAT Writes Training	4th Grade	Assistant Principal	4th grade teachers	February	Results of FCAT Writing	Administration

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
Align with state (rubrics, instruction)	Melissa Forney	Title 1	\$575.00
			Subtotal: \$575.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention	Writers Workshop - after school	Title 1	\$1,842.00
			Subtotal: \$1,842.00
			Grand Total: \$2,417.00

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		The average yearly attendance rate for the 2012 school year will increase to 96%.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The attendance rate was 93.2%.		The goal for attendance rate is 96%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
One hundred seventy-seven student (45.62%) missed 10 or more days of school..		One hundred students will miss 10 or more days of school.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Ninety-three students (23.97%) had 10 or more tardies.		Fifty students will have 10 or more tardies.			
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
	Parent transportation	Recognize student	IPC	Increases in the number	Perfect

1		quartely who maintain perfect attendance		of students receiving perfect attendance utilizing SMS	attendance report in SMS
2	Availability of the school social worker	Continue to utilize the school social worker when a student is absent 5 consecutive days to conduct Child Study Team meetings	IPC and Administration	Increases in student daily attendance utilizing SMS	Daily attendance reports from SMS

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
N/A						

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:

By implementing Positive Behavior Support, the number of students suspended out-of-school will decrease by 50 % (17 fewer) and the number suspended in-school by 20%

	(3 fewer).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
20	16
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	12
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
101	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
32	25

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 for training and implementation.	Staff training on the Positive Behavior System	Administration	Implementation of the program.	SMS - total out of school suspensions
2	Time, recording	Electron Referral training	Administration We do NOT have a dean this year.	Completed referrals addressed in a timely manner.	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
N/A						

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:		One hundred percent of Sparr parents being actively involved with the school.			
<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:			
Fifty-five percent of parents participate in school activities		Seventy percent of student's parents will attend one morning, afternoon, or evening parent meeting throughout the year as identified in the Parent Involvement Plan for 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent understanding of the training opportunity	Continue to host various parent training opportunities throughout the year at times conducive for parent participation.	Administration, Reading Coach, Curr. Coach	Increases in the number of parents and student participants at each parent training opportunity utilizing parent sign in sheets	Completed parent evaluations at the conclusion of each parent event.
2	Parent participation despite communication	Communicate with parents upcoming events and important information utilizing a variety of communication modes	Administration	Documentation of the end of the year parent survey indicating parents agree or strongly agree to all questions related to opportunities for parent involvement and offering meetings at times conducive to parent scheduling needs	End of the year parent survey,

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

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
Parent Communication	Planners, newsletters, stamps, parent compacts	Title 1	\$1,313.00
Strategies for Parents to help their children	Parent Nights: Families Building Better Readers Math/Science Night Pastries for Parents (morning) Annual Title 1 Meeting	Title 1	\$423.00
Parent Communication/Liason, Faculty training	Curriculum Coach	Title 1	\$6,176.00
			Subtotal: \$7,912.00
			Grand Total: \$7,912.00

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:	N/A
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A			

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
N/A						
N/A						

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)

N/A Goal:

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
	N/A	N/A	N/A	N/A	N/A	N/A

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading fluency, brain exercises, eye movement/exercise	Reading Performance System	Title 1	\$600.00
Reading	Reading Fluency	Read Naturally Live	Title 1	\$998.50
Reading	Assessment	STAR	Title 1	\$309.00
Mathematics	Number concept practice	Brain Pop	Title 1	\$1,000.00
				Subtotal: \$2,907.50
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Collaboration using Common Core	Purchase Substitutes for teacher planning/collaboration	Title 1	\$1,027.00
Reading	Modeling	Reading Coach	Staff Development	\$0.00
Mathematics	Modeling Training	Curriculum Coach	Title 1	\$24,705.00
Writing	Align with state (rubrics, instruction)	Melissa Forney	Title 1	\$575.00
				Subtotal: \$26,307.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Interventions	Paraprofessional	Title 1	\$22,397.00
Reading	Tutoring	SMART Club - after school tutoring	Title 1	\$5,000.00
Mathematics	Interventions	Curriculum Coach	Title 1	\$30,881.00
Science	Reading Vocabulary in Science Content	Science Club - after school	Title 1	\$553.00
Writing	Intervention	Writers Workshop - after school	Title 1	\$1,842.00
Parent Involvement	Parent Communication	Planners, newsletters, stamps, parent compacts	Title 1	\$1,313.00
Parent Involvement	Strategies for Parents to help their children	Parent Nights: Families Building Better Readers Math/Science Night Pastries for Parents (morning) Annual Title 1 Meeting	Title 1	\$423.00
Parent Involvement	Parent Communication/Liason, Faculty training	Curriculum Coach	Title 1	\$6,176.00
				Subtotal: \$68,585.00
				Grand Total: \$97,799.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/15/2012)

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
Attendance indentives. Postivie Behavior Program incentives	\$0.00

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

Review School Improvement Plan
Review and update by-laws
Monitor data...ongoing

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

Marion School District SPARR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	77%	72%	42%	255	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	71%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	77% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Marion School District SPARR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	72%	76%	42%	266	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	65%	62%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	65% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested