

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
Tallahassee, Florida 32399

School Name: CARR ELEMENTARY & MIDDLE SCHOOL

District Name: Calhoun

Principal: Darryl Taylor, Jr.

SAC Chair: Georgia Hammitt

Superintendent: Tommy McClellan

Date of School Board Approval:

Last Modified on: 11/9/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Darryl Taylor, Jr.	Bachelor degree in Social Science 6-12 Masters in Ed Leadership Certification in Guidance	18	11	School grades by year: 2001=B 2002 thru 2012= A Have met AYP from 2004 to 2012.
Assis Principal	Karen Pitts	Bachelor degree in Early Childhood education. Masters in Ed Leadership Reading Endorsement	19	5	School grades by year: 2008 to 2012 =A School also met AYP in 2008 to 2012

### 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	Robin Richards	Bachelor Degree in Elementary Education, masters degree in Educational Leadership and Reading Endorsement	2	2	2012 School grade was an A, Percent meeting high standards in Reading (71), Math (68), Writing (85), Science (71), Percent making learning gains in Reading (77), and math (79). Lower 25% making learning gains in Reading (83) and Math (68).

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Partnering new teachers with veteran staff	Principal	Ongoing	
2	2.Beginning Teacher Program & Orientation	District Professional Development Personnel	Ongoing	

## Non-Highly Effective Instructors

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

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

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

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
23	4.3%(1)	26.1%(6)	21.7%(5)	47.8%(11)	26.1%(6)	100.0%(23)	43.5%(10)	13.0%(3)	13.0%(3)

## 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
		Mrs. Pitts is a National Board Certified teacher, is	

Karen Pitts	All instructional teachers	Reading Endorsed, and has had eighteen years of teaching experience in pre-k, second grade, fourth grade, and 7th and 8th grade reading.	Will assist teachers as needed
Sue Leonard	School based teachers and other writing teachers in the district.	Mrs. Leonard's student writing scores have been consistently proficient during her years as a writing teacher.	Mrs. Leonard will meet periodically with our fourth grade teachers to discuss writing and model writing lessons when needed. She will also assist middle school teachers with incorporating writing into the content area when needed.
Treva McCroan	Middle School Math Teachers	Mrs. McCroan has fifteen years of teaching experience. She teaches 7th and 8th math and is National Board Certified. She has completed the Clinical Education program to train interns. She also implements and trouble shoots county/school based technology. She also researches analysis of test results.	Help teachers implement the Next Generation Sunshine State Standards
Tiffany Nichols	3-5 Elementary Science Teachers	Mrs. Nichols is our 7th and 8th grade Science teacher and holds National Board Certification. She has worked extensively with the science consultant in developing a curriculum map for grades 6-8. She is knowledgeable of concepts taught in grades 3, 4, and 5 as well.	Will assist science teachers as needed
Ruth Barth	Kindergarten through second grade teachers	Mrs. Barth has completed the Master Teacher Program and the Clinical Education training.	Will assist teachers as needed

## 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

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

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.

Principal/Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-

based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

**Problem Solving Team Chair/Facilitator (RtI Coach or Guidance Counselor):** Ensure that appropriate data are provided by the classroom teacher before proceeding with PST (Problem Solving Team) meeting, schedule the PST meeting and invite all relevant professionals, send letter inviting the parent to the PST meeting, manage the case file throughout the PST process, provide referral packet, log relevant dates, schedule future meetings as appropriate, call meeting to order, introduce team members, review purpose of meeting, summarize problem areas, support referring teacher throughout the process, follow-up within the first week to ensure the intervention implementation, record problem solving process, note contributions made by all members, allot specified amount of time per agenda item, monitor team progress, re-direct discussion, as necessary.

**Select General Education Teachers (Primary and Intermediate):** Provide information about core instruction, participate in student data collection, advise/deliver Tier 1 instruction, and collaborate with other staff to implement Tier 2/3 interventions.

**Select Exceptional Student Education Teachers:** Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.

**Instructional Coaches:** Provide guidance on scientifically based curriculum/behavior assessment and intervention approaches, identify patterns of student need, assist with whole school screening programs, assist in design and implementation of progress monitoring, data collection, and data analysis, participate in design and delivery of professional development, provide guidance on K-12 reading plan, support the implementation of Tier 1, 2, and 3 intervention plans.

**Invited Specialists:** provide expertise in specific areas of concern-academics, health, and behavior and collaborate with team to solve problems.

**Referring Teacher:** initiate contact with parent, collaborate with other professionals to clarify the nature of the problem and to seek solutions, implement Tier 1 and 2 interventions and possibly Tier 3 if resources permit, collect data through frequent progress monitoring, state concerns in observable and measurable terms, state expected behavior, collaborate with team to problem solve solutions.

**Parent:** Share perspective on developmental history, contributing factors, share interventions implemented in the home, share student's concerns and perceptions, collaborate with team to problem solve solutions.

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 team will meet as needed, as indicated by data. Once it is determined that all school wide and targeted supports, which have been implemented with integrity and fidelity, have been exhausted and data indicate insufficient response to intervention, the PST will meet and will focus on 4 steps:

Problem Identification (What is the problem?)

Analyze the Problem (Why is it occurring?)

Intervention Design and Implementation (What can we do about it?)

Response to Intervention (Is the plan working?)

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.

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 RtI Leadership Team provides the RtI Plan to the SAC to help develop the SIP. The plan outlines expectations for achievement and the process for addressing the areas which are not meeting expectations. This process includes data collection, parent contacts and resource consultations, staff input and observations, and a decision making rubric for school-wide screening.

#### 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.

**Baseline data:** When a teacher has a significant concern relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of the difficulty. Student cumulative records should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history, vision, hearing, speech, language, health, academic deficits, behavior difficulties, limited English proficiency, etc. In addition the cumulative record will reveal if there is a history of assistance, whether a psychoeducational evaluation has been previously completed, whether the student has an IEP, or whether the student has a 504 plan. FAIR results can be accessed on the PMRN. And FCAT results are on Performance Matters. STAR reading and math will also establish a baseline.

**Progress Monitoring (3 times per year):** FAIR, STAR Reading and Math, and FCAT Testmaker.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and on early release days as needed.

Describe the plan to support MTSS.

The General Support/ Curriculum Coordinator and Guidance Counselor meet on a regular basis to ensure the process continues to move forward. Test data for the school is analyzed to identify students at risk. Meetings with the District RTI Coordinator are planned as necessary. District meetings are attended periodically.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Professional development will be provided during teachers' common planning time and on early release days as needed.

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

The team meets once a quarter to monitor the implementation of the reading plan.

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

Help implement and monitor the use of reading assessments such as Reading Renaissance Star and FCAT Benchmark Assessments

## 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.

Reading professional development is and has been provided for all instructional staff in every content area. The Individual Professional Development Plan for each teacher has a reading component that must be addressed each year.

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	On the 2011 FCAT 2.0 reading test, we had 38% (48 of 125) of our students score a level 3. On the 2012 FCAT 2.0 that percentage dropped to 29% (48 of 163).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the district baseline assessment, 57% of our students (90 of 158) scored a proficient score of 3 or more.	2013 we hope to increase the number of students scoring a level 3 to 38% (60 of 158).

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Utilize curriculum maps.	classroom teachers, district instructional coach, district curriculum coordinator	district progress monitoring assessments	FCAT
2	Lack of parental support. Student apathy.	Researched based reading series, Scott Foresman for elementary and McDougal-Littell literature for the middle school students, will be implemented.	Principal, assistant principal, district reading/RTI coach, district curriculum coordinator, and teachers will monitor.	Progress monitoring with district assessments and the FAIR assessment will be given three times a year. Classroom observations will done by administration periodically.	Results of District Progress monitoring and FAIR assessments, as well as student performance in the classroom.
3		Implement reading strategies shared by the district reading and writing consultant.	Principal Assistant Principal District Reading/RTI Coach	District Progress monitoring assessments.	2013 FCAT Reading
4		Teachers will attend professional development meetings with the district reading/language arts consultant as scheduled.	District Curriculum Coordinator Principal	Successful implementation of reading strategies. Classroom observations.	District Progress monitoring assessments.
5	Teacher planning time.	Reading teachers will meet with the district reading/RTI coach as needed.	Assistant Principal District reading/RTI coach.	Classroom observations.	District Progress monitoring assessments.
6	Schedule conflicts.	Students will have daily reading practice/reinforcement in the computer lab.	Teachers. Assistant Principal	Analyze CCC, Guided Reading, and FCAT Explorer reports.	District progress monitoring assessments.
7	Motivation of students to read independently.	The Accelerated Reader reading program will be coordinated school wide to encourage students to meet individual independent reading goals.	Assistant Principal Teachers	Accelerated Reader reports will be closely monitored to help students meet goals.	District progress monitoring assessments. Student Performance.
		Utilize the STAR, FAIR, and district benchmark	Teachers Assistant Principal	Monitoring student reading assessment	STAR, FAIR, FCAT simulated tests,



8		baseline and progress monitoring reading assessments.	District Reading/RTI Coach Principal	results	district monitoring assessments, and 2013 FCAT Reading results.
9		Utilize Florida Achieves.	Classroom Teacher	Monitoring student reading assessments results	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading results.
10		Emphasize the 12 power benchmarks recommended by Dr. Oropallo.	Classroom teacher District Reading/RTI Coach Assistant Principal	Classroom observations and student performance	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading results.
11		Utilize the Performance Matters program.	Classroom Teacher	Monitoring student reading assessment results	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading 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 Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not applicable- no students on alternate assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

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:	On the 2011 FCAT 2.0 Reading Test 22% (28 of 125) of our students scored a level 4 in reading. On the 2012 FCAT 2.0 Reading Test the percentage increased to 37% (60 of 163) scoring a level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the district baseline reading assessment 57% (90 of 158) of our students made a proficient score.	Our goal is to maintain 37% (58 of 158) or increase the number of students scoring a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1		Utilize district curriculum maps	classroom teachers, district instructional coach, district curriculum coordinator	district progress monitoring assessments	FCAT
2		Researched based reading series, Scott Foresman for elementary and McDougal-Littell literature for the middle school students, will be implemented.	Principal Assistant principal District reading/RTI coach District curriculum coordinator	Periodic check of lesson plan books. Classroom observations.	District progress monitoring assessments.
3		Implement reading strategies shared by the district reading and writing consultant as well as attend professional development meetings when scheduled.	Principal Assistant principal District reading/RTI coach District curriculum coordinator	Progress monitoring with district assessments. FAIR assessment	District progress monitoring assessments. FAIR assessment
4	Teacher planning time	Reading teachers will meet with the district reading/RTI coach as needed.	Principal Assistant Principal District Reading/RTI coach.	Classroom Observations	District progress monitoring assessments. FAIR assessment
5	Schedule conflicts	Students will have daily reading practice/reinforcement in the computer lab.	assistant principal teachers Principal	Reports for CCC, Guided Reading, and FCAT Explorer will be analyzed for student progress.	Results of District Progress monitoring and FAIR assessments, as well as student performance in the classroom.
6	Student motivation to read independently.	The Accelerated Reader reading program will be coordinated school wide to encourage students to meet individual independent reading goals.	Assistant Principal Classroom teachers. AR Committee	Reports for AR will be monitored closely to encourage student achievement of goals.	Acheivement of individual independent reading goals.
7		Utilize the STAR, FAIR, and district benchmark baseline and progress monitoring reading assessments.	Classroom Teacher	Classroom Teacher	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading results.
8		Utilize Florida Achieves.	Classroom Teacher	Monitoring student reading assessments results	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading results.
9		Emphasize the 12 power benchmarks recommended by Dr. Oropallo.	Classroom Teacher	Classroom observations and student performance	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading results.
10		Utilize the Performance Matters program.	Classroom Teacher	Monitoring student reading assessment results	STAR, FAIR, FCAT simulated tests, district monitoring assessments, and 2013 FCAT Reading 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:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in reading.  
Reading Goal #2b:

Not Applicable- no students on Alternate Assessment

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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:	
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		Utilize curriculum maps	classroom teachers, district instructional coach, director of instruction	district progress monitoring assessments	FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable. No students currently on Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

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:	
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	Consistent attendance before school.	Students scoring in the lowest 25% are identified and are scheduled to attend extra computer lab sessions targeting weak areas.	General Support/ Curriculum Coordinator	Monitor reports of CCC, FCAT Explorer, and Guiding Reading for identified students.	2013 FCAT Reading Test

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 # Increase the number of students who score proficient on the 2013 FCAT Reading test by 5 percentage points. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	77	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 reading.  Reading Goal #5B:	Carr School has no measureable percentage of Black, Hispanic, Asian, or American Indian students. Out goal is to increase the percentage of our White student population by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% of white students were proficient on the 2012 FCAT reading test.	On the 2013 FCAT Reading Test we expect 77% of our students to be proficient scoring a level 3 or higher.

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
		Researched based reading series, Scott	Principal, assistant principal, district	Progress monitoring with district assessments and	Results of District Progress

1		Foresman for elementary and McDougal-Littell literature for the middle school students, will be implemented.	reading/RTI coach, district curriculum coordinator, and teachers will monitor.	the FAIR assessment will be given three times a year. Classroom observations will done by administration periodically.	monitoring and FAIR assessments, as well as student performance in the classroom.
2		Implement reading strategies shared by the district reading and writing consultant.	Principal Assistant Principal District Reading/RTI Coach	Distrct Progress monitoring assessments.	

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.					
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Reading Goal #5E:					
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		Utilize curriculum maps	classroom teachers, district instructional coach, director of instruction	district progress monitoring assessments	FCAT

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
Effective instruction to help raise student achievement in reading through deepening understanding of Common Core Standards and utilization of curriculum maps.	K-8 Reading	Dr. Oropallo, District consultant	K-8 Reading teachers	November 1, 2012	Lesson Observations	District Reading Coach/ District Director of Instruction

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Elements of Vocabulary	A-School Money	\$405.60
			Subtotal: \$405.60
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
	Meetings with district reading consultant	district	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
	Middle School Classroom Novel Sets	Library Funds	\$938.00
	Weekly Reader	A-School Money	\$85.00
			Subtotal: \$1,023.00
			<b>Grand Total: \$1,428.60</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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



## 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:	On the 2011 FCAT Math 30% (15 of 50) of 3rd, 4th, and 5th grade students scored a level 3. This percentage increased to 32% (27 of 84) on the 2012 FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Of the 4th and 5th grade students we currently serve, 35% (18 of 51) are at a level 3.	Our goal is to increase the number of 3rd, 4th, and 5th grade students scoring a level 3 to 37% (47 of 128).
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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		Utilize curriculum maps.	classroom teachers, district instructional coach, district curriculum coordinator	district progress monitoring assessments	FCAT
2		Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction	Classroom Teacher	Monitoring student math assessments results	Progress monitoring of student results on district assessments
3		Effective implementation of the Harcourt Math Series	Principal and district director of instruction	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results
4		Effective implementation of the Next Generation Sunshine State Math Standards	Principal and district director of instruction	Classroom observations and student performance	Progress monitoring of student results on baseline assessments and 2013 Math FCAT results.
5		Provide training to teachers with Mrs. Linda Walker, the district math consultant, throughout the school year.	District and School Administrators	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
6		Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.	Classroom Teacher and District RTI Coordinator	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
		Continue data analysis of reports from various software programs such	Classroom Teacher	Classroom observations and student performance	Progress monitoring of student results on

7		as SuccessMaker and STAR Math.			district assessments and 2013 Math FCAT results.
8		Create 3rd grade math curriculum map.	3rd grade teachers and District Reading/RTI Coach	Classroom observations and student performance.	Progress monitoring of student results on district assessments and 2013 FCAT Math 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 Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	Not Applicable- no students on alternate assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	On the 2011 FCAT Math 22% (11 of 50) students in grades 3,4,and 5 scored a level 4. There was an increase on the 2012 FCAT math, 33% (28 of 84) of 3rd,4th, and 5th grade students scored a level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of our current 4th and 5th grade students 29% (15 of 51) scored a level 4 on the 2012 FCAT math.	On the 2013 FCAT math test our goal is for 33% (40 of 128) the 3rd, 4th, and 5th grade students to score a level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Utilize district curriculum maps	classroom teachers, district instructional coach, district curriculum coordinator	district progress monitoring assessments	FCAT
2		Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to	Classroom Teacher	Monitoring student math assessments results	Progress monitoring of student results on district assessments and

		direct instruction			2013 Math FCAT results.
3		Effective implementation of the Harcourt Math Series	Classroom Teacher, Principal and district director of instruction	Monitoring student math assessments results	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
4		Effective implementation of the Next Generation Sunshine State Math Standards	Classroom Teacher Principal and district director of instruction	Monitoring student math assessments results Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results
5		Provide training to teachers with Mrs. Linda Walker, the district math consultant, throughout the school year.	District and School Administrators	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
6		Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.	Classroom Teacher and District RTI Coordinator	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results
7		Continue data analysis of reports from various software programs such as SuccessMaker and STAR Math.	Classroom Teacher	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
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		Utilize curriculum maps	classroom teachers, district instructional coach, director of instruction	district progress monitoring assessments	FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not applicable- no students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
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	Consistent attendance before school.	Students scoring in the lowest 25% are indentified and are scheduled to attend extra computer lab sessions targeting weak areas on Mon.- Thurs.	General Support/ Curriculum Corrdinator Classroom teachers	Monitor reports of CCC and FCAT Explorer for identified students.	2013 FCAT Math Test

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 #				
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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to I ncrease 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:

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

Problem-Solving Process to I ncrease 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	
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		Utilize curriculum maps	classroom teachers, district instructional coach, director of instruction	district progress monitoring assessments	FCAT

## Middle 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:	On the 2011 FCAT Math test 44% (33 of 75) of 6th, 7th, and 8th grade students scored a level 3. There was a decrease on the 2012 FCAT Math Test 27% (21 of 79) 6th, 7th, and 8th grade students scored a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of our current 6th, 7th, and 8th grade students 32% (21 of 66) scored a level 3.	Our goal is for our 6th, 7th, and 8th grade students 35% (23 of 66) will score a level 3 on the 2013 FCAT Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Utilize curriculum maps.	classroom teachers, district instructional coach, district curriculum coordinator	district progress monitoring assessments	FCAT
2		Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction	Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction	Monitoring student math assessments results	Progress monitoring of student results on district assessments and 2013 Math FCAT results
3		Effective implementation of the Big Idea Math Series	Principal and district director of instruction	Principal and district director of instruction	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
4		Effective implementation of the Next Generation Sunshine State Math Standards	Principal and district director of instruction	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
5		Provide training to teachers with Mrs. Linda Walker, the district math consultant, throughout the school year.	District and School Administrators	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
6		Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.	Classroom Teacher, Assistant Principal, and District RTI Coordinator	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
7		Continue data analysis of reports from various software programs such as SuccessMaker and STAR Math.	Classroom Teacher and Assistant Principal	Classroom observations and student performance	Progress monitoring of student results on district assessments and

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:	Not Applicable- no students on alternate assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	On the 2011 FCAT Math test 23% (17 of 75) of 6th, 7th, and 8th grade students scored a level 4. On the 2012 FCAT Math test students scoring a level 4 in 6th,7th, and 8th grades increased to 41% (32 of 79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the 6th, 7th, and 8th grade students we currently serve 29% (19 of 66) scored a level 4 on the 2012 FCAT Math test.	On the 2013 FCAT Math test our goal is for 32% (21 of 66)of 6th, 7th, and 8th grade students to score a level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Utilize district curriculum maps	classroom teachers, district instructional coach, district curriculum coordinator	district progress monitoring assessments	FCAT
2		Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction	Classroom Teacher	Monitoring student math assessments results	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
3		Effective implementation of the Big Idea Math Series	Principal and district director of instruction	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT



					results.
4		Effective implementation of the Next Generation Sunshine State Math Standards	Principal and district director of instruction	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
5		Provide training to teachers with Mrs. Linda Walker, the district math consultant, throughout the school year.	District and School Administrators	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
6		Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.	Classroom Teacher, Assistant Principal, and District RTI Coordinator	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT results.
7		Continue data analysis of reports from various software programs such as SuccessMaker and STAR Math.	Classroom Teacher	Classroom observations and student performance	Progress monitoring of student results on district assessments and 2013 Math FCAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Not Applicable- no students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	
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		Utilize curriculum maps	classroom teachers, district instructional coach, director of instruction	district progress monitoring assessments	FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Not Applicable- no students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	
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	Consistent attendance before school.	Students scoring in the lowest 25% are identified and are scheduled to attend	General Support/ Curriculum Coordinator Classroom teachers	Monitor reports of CCC and FCAT Explorer for identified students.	2013 FCAT Math Test

extra computer lab sessions targeting weak areas on Mon.- Thurs.

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%.

Middle School Mathematics Goal #

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	
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		Utilize curriculum maps	classroom teachers, district instructional coach, director of instruction	district progress monitoring assessments	FCAT

## Algebra End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

*End of Geometry EOC 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
Effective implementation of Next Generation Sunshine State math standards, Harcourt math series, and Common Core Standards	K-8 Math	Linda Walker	K-8 Math Teachers	Aug. 6-9, 2012 and other district scheduled classroom visits throughout the year	Classroom observations, district progress monitoring assessments	District Director of Instruction

Mathematics Budget:

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

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

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:		On the 2012 FCAT Science test, of our 5th and 8th graders 45% (23 of 51) scored a level 3.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Science baseline data not available		On the 2013 FCAT Science Test our goal is for 50% (22 of 44) of 5th and 8th grade students to score a level 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		Effective implementation of the revised science curriculum map	Classroom Teacher	Teacher observation of student performance	Progress monitoring of student results on district assessments and 2013 Science FCAT results
2		Effective implementation of the Next Generation Sunshine State Science Standards	Classroom Teacher and Principal	Classroom observations and monitoring student performance on district assessments	Progress monitoring of student results on district assessments and 2013 Science FCAT results.
3		Participate in science professional development and classroom observations with Dr. Szpyrka.	Principal and district director of instruction	Classroom observations and monitoring student performance on baseline assessments	Progress monitoring of student results on district assessments and 2013 Science FCAT results.

4		Participate in the Bioscopes curriculum track professional development	Principal and district director or instructor	Classroom observations and monitoring student performance on baseline assessments	Progress monitoring of student results on district assessments and 2013 Science FCAT results.
5		Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction	Classroom Teacher	Monitoring student science assessments results	Progress monitoring of student results on district assessments and 2013 Science FCAT 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 Levels 4, 5, and 6 in science.  Science Goal #1b:	Not Applicable- no students on ALterante Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 FCAT Science Test 25% (13 of 51) of our 5th and 8th graders scored a level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
no baseline assessment data available	On the 2013 FCAT Science Test 30% (15 of 51) of our 5th adn 8th graders scored a level 4 or higher.

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		Effective implementation of the revised science curriculum map	Teacher	Student observation.	Progress monitoring assessments.
2		Effective implementation of the Next Generation	teacher	Student Observation	Progress Monitoring Assessments.



		Sunshine State Science Standards			
3		Participate in science professional development and classroom observations with Dr. Szpyrka.	teacher Principal District Director of Instruction	Classroom observations and monitoring student performance on baseline assessments	Progress monitoring of student results on district assessments and 2013 Science FCAT results.
4		Participate in the Bioscopes curriculum track professional development	Principal and district director or instruction	Principal and district director or instruction	Progress monitoring of student results on district assessments and 2013 Science FCAT results.
5		Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction	Classroom Teacher	Monitoring student science assessments results	Progress monitoring of student results on baseline assessments and 2013 Science FCAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Not Applicable- not students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

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

Science Lesson Enhancement	5th-8th/ science	Dr. Spzyrka	5th-8th grade science teachers	June 5 & 6, 2012	Classroom observations and modeling of lessons	Principal and district director of instruction
Science Standards for FCAT 2.0 and Curriculum Maps	3rd-5th/ science	Dr. Spzyrka	3rd-5th grade Science teachers	June 5 & 6, 2012	Classroom observations and modeling of lessons	Principal and district director of instruction

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
science lesson resources	AIMS	School Recognition money	\$669.00
			Subtotal: \$669.00
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: \$669.00

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:		On the 2012 FCAT 2.0 Writing Test, 4th grade had 79% (19 of 24) score a level 3 or higher. 8th grade had 96% (26 of 27) score a level 3 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the first assessment of Calhoun Writes, our district writing assessment, 33% (10 of 30) 4th graders scored a level 3 or higher. 50% of 8th graders (7 of 14) scored a level 3 or higher.		On the 2013 FCAT 2.0 Writing Assessment, our goal for 4th grade is to maintain 79% (24 of 30) or increase proficiency. The goal for 8th grade is to maintain 96% (13 of 14) proficiency.			
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
		Teacher will implement strategies learned in professional	Principal and Assistant Principal	Monitoring of student writing samples	Scored writing samples and formative

1		development with Dr. Oropallo.			assessments and the FCAT 2.0 Writing Assessment
2		Students in grade K-8 will receive writing instruction weekly according to strategies in Six Traits Plus One	Principal, Assistant Principal, and classroom teachers	Monitoring of student writing samples	Scored writing samples and formative assessments and the FCAT 2.0 Writing Assessment.
3		Fourth grade writing teachers will collaborate on writing instruction for their classrooms.	Principal and Classroom teachers	Monitoring of student writing samples	Scored writing samples and formative assessments and the FCAT 2.0 Writing Assessment.
4		Dr. Oropallo will make classroom visits and observations throughout the school year.	Principal, Assistant Principal, District Director of Instruction, District Reading/ RTI Coach	Monitoring of student writing samples	Scored writing samples and formative assessments.
5		Intense writing instruction/ reinforcement will be planned as necessary for 4th grade.	4th grade teachers and Assistant Principal	Monitoring of student writing samples	Scored writing samples and formative assessments.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Not Applicable- no students on Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

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
Instruction for effective writing	4th & 8th/ language arts	Dr. Oropallo	4th & 8th grade language teachers	Nov. 1, 2012	classroom observations, district writing assessment	district director of instruction, 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
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 Writing Goals

## Civics End-of-Course (EOC) 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:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics 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 Civics 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:				
2012 Current Attendance Rate:		2013 Expected Attendance Rate:		
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)		
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)		
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

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:	
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

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

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

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

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

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Provide parental experiences dealing with several facets of Carr School's educational program throughout the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% of the students' parents participate in scheduled parental opportunities.	60% of the students' parents will participate in scheduled parental opportunities

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	Communication of events and personal student information	Effective communication of events in a timely manner through the use of newsletters, notes home to parents and the school website.	Teachers and administrators	Collections of participation data and survey results.	Sign-in sheets and parent surveys
2	Scheduling conflicts	Provide family literacy services such as family reading nights and programs offered in conjunction with the public libraries	Teachers and administrators	Collection of participation data	Parent surveys and sign-in sheets
3		An Open house will be conducted for the school year's orientation.	administrators	collection of participation data	parent surveys
4		2. Primary class nights (for example- Kindergarten and First grade will teach parents how to make the most of their child's experiences in that particular grade).	primary teachers, administrators	collection of participation data	parent surveys
5		3. Parents are asked to be participants in the SACS Committee.	SAC chairperson, principal	SAC agendas	parent survey
6		4. The volunteer program is open to all parents.	guidance counselor	volunteer sign-in sheets	parent survey
7		5. School conferencing and child study team meetings involve and require parent input.	guidance counselor	meeting summary	parent survey
8		6. There will be periodic communication with parents from the office.	principal	copies of notes sent home	parent survey
9		7. Parents are welcomed to attend assemblies, programs, and field days.	teachers, principal	classroom newsletters	parent survey
10		8. Several family ESE reading nights will be held.	ESE district liaison	sign-in sheets	parent survey

11		9.We will provide family literacy services, through the public library, to empower parents to become active partners in their child's education.	public library, teachers		parent survey
12		10.Recognize our school's volunteers at the annual awards day program and host a luncheon honoring them during post school.	guidance counselor, principal		parent survey
13		11.Parents will be offered survey opportunities to give opinions concerning their child's education.	district director of instruction		parent survey
14		12.Parents will be sent frequent teacher newsletters that often include parenting information to encourage parental involvement and give tips on how to be involved in a child's education.	classroom teachers	classroom newsletters	parent survey
15		13.We will continue to produce a school annual to assist parents in becoming more familiar with school activities.	principal		parent survey
16		14.The parent portal of the FOCUS grade management program will be shared with parents.	district office, principal	Focus activity reports	parent survey
17		15.A school-wide telephoning program is used to inform parents of school activities and announcements.	assistant principal, principal	Ed-connect activity reports	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
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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

No Data Submitted

CTE 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 CTE 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		Elements of Vocabulary	A-School Money	\$405.60
Science	science lesson resources	AIMS	School Recognition money	\$669.00
				Subtotal: \$1,074.60
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Meetings with district reading consultant	district	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Middle School Classroom Novel Sets	Library Funds	\$938.00
Reading		Weekly Reader	A-School Money	\$85.00
				Subtotal: \$1,023.00
				Grand Total: \$2,097.60

## 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

## 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.

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

Describe projected use of SAC funds	Amount
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No data submitted

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



# 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

Calhoun School District CARR ELEMENTARY & MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	89%	68%	325	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	84%			151	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?	63% (YES)	83% (YES)			146	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					622	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Calhoun School District CARR ELEMENTARY & MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	80%	72%	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%	76%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	74% (YES)			135	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					597	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested