

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: HELLEN CARO ELEMENTARY SCHOOL

District Name: Escambia

Principal: Sandy Moore

SAC Chair: Laurie Uline

Superintendent: Malcolm Thomas

Date of School Board Approval: October 29, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sandy Moore	Elementary Education, B.S. Educational Leadership, M.E.	23	17	2012-A 2011-A 2010-B 2009-A 2008-A 2007-A 2006-A 2005-A 2004-A 2003-A 2002-A 2001-B 2000-A 1999-A Annual Yearly Progress Status: 2012-N/A 2011-Yes (Met 100% of the requirements) 2010-No (Met 92% of the requirements) 2009- No(Met 97% of the requirements) 2008-No (Met 95% of the requirements) 2007-No (Met 95% of the requirements) 2006-Yes 2005-Yes 2004-No 2003-Yes
					2012-A 2011-A 2010-B 2009-A 2008-A 2007-A 2006-A 2005-A 2004-A 2003-A 2002-A 2001-B 2000-A 1999-A

Assis Principal	Monica Silvers	Elementary Education, B.S. Educational Leadership, M.E.	20	8.5	Annual Yearly Progress Status: 2012-N/A 2011-Yes (Met 100% of the requirements) 2010-No (Met 92% of the requirements) 2009-No(Met 97% of the requirements) 2008-No (Met 95% of the requirements) 2007-No (Met 95% of the requirements) 2006-Yes 2005-Yes 2004-No 2003-Yes
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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)
N/A					

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	START (Successful Teachers Assisting Rising Teachers)	Veteran Teacher, Principal, District Staff Development Coordinator	On-Going	
2	Quarterly meetings of new teachers with Principal	Principal	On-Going	
3	Partnering new teachers with veteran staff	Grade Level Chair, Principal	On-Going	
4	Bi-monthly Faculty Meetings and Curriculum Meetings	Principal, Assistant Principal, Grade Level Chairs	On-Going	
5	Contacting previous employers to verify references for potential teacher candidate	Principal	As Needed	

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
Out-of-field in English for Speakers of Other Language 3 teachers out of 65 teachers. 95.4% are Highly Qualified Teachers	Teachers are working towards ESOL Endorsement by taking the required courses.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	3.1%(2)	10.8%(7)	38.5%(25)	21.5%(14)	47.7%(31)	95.4%(62)	6.2%(4)	6.2%(4)	18.5%(12)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
District START Teacher and Linda Kelly	Joshua Kaye	Beginning Teacher Same Department	Planning, Observing, Department Meetings
Debbi Gardner	Holly Yates	Same Grade Level	Planning, Observing, Grade Level Meetings
LeAnn Whitner	Amy Blamires	Same Grade Level	Planning, Observing, Grade Level Meetings
Sally Costa	Cynthia Keenan	Same Grade Level	Planning, Observing, Grade Level Meetings
Paula Tweedie	Tara Papillion	Same Grade Level	Planning, Observing, Grade Level Meetings
Lori Beebe	Marcia Rabbysmith	Same Department	Planning, Observing, Department Meetings

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

Non Title One School

Title I, Part C- Migrant

Non Title One School

Title I, Part D

Non Title One School

Title II

Non Title One School

Title III

Non Title One School

Title X- Homeless

Non Title One School

Supplemental Academic Instruction (SAI)

Non Title One School

Violence Prevention Programs

Non Title One School

Nutrition Programs

Non Title One School

Housing Programs

Non Title One School

Head Start

Non Title One School

Adult Education

Non Title One School

Career and Technical Education

Non Title One School

Job Training

Non Title One School

Other

Non Title One School

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: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures professional development to support MTSS implementation, and communicates with parents and staff regarding school based MTSS plans and activities.

Select General Education Teacher: Provides information about classroom performance and instruction, collects student's data, delivers Tier 1 instruction/strategies, works with other staff to implement Tier 2 interventions, and integrates Tier 1 with Tier 2/3 activities.

Exceptional Education Teacher: Participates in student data collection, integrates curriculum into Tier 3 instruction, and collaborates with the general education teacher.

School Guidance Counselor: Provides support to student, parent, and teacher, assists and facilitates data collection activities, assists in data analysis, and coordinates the implementation of Tier 1, Tier 2, and Tier 3 interventions plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for interventions; fidelity; and documentation; provides professional development and problem solving; and facilitates data-based decision making activities.

Speech Language Pathologist: Informs the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need in regarding to language skills

Student Services Personnel: Provides a link with child-serving and community agencies to the students and families to ensure academic, emotional, behavioral, and social success of the students.

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?

Progress monitoring plans are created for individual students as needed in Reading, Math, and Behavior. Principal, Assistant Principal, Guidance Counselors, and teachers ensure completion of online progress monitoring forms. The team identifies professional development and resources to assist the teacher to help the student become successful. The teacher meets with parent to discuss and gather additional information to help the student. The identified strategies are implemented by the classroom teacher. The teacher documents progress on the online PMP form at the end of each nine weeks. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team meets with the School Advisory Council(SAC)and principal to help develop the SIP. The team provides data and information on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed;strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching; and aligned processes and procedures.

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:

FAIR, K-2 Checklists, Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Go Math Assessments, Florida Comprehensive Assessment Test, STAR Math, STAR Reading, School-wide Writing Prompt, District Science Assessment

Mid Year:

FAIR, K-2 Checklists, STAR Reading, GO Math Assessments, School-wide Writing Prompt

End of the Year:

FAIR, K-2 Checklists, STAR Math, Go Math Assessments, STAR Reading, FCAT, Escambia Writes, District Science Assessment

Describe the plan to train staff on MTSS.

The MTSS team met in August 2010 to develop the original school MTSS Plan. The Grade Level MTSS member will review and discuss the current MTSS Plan with grade level. Revisions to the plan will be made as needed for the 2012-2013 school year. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year as needed. The MTSS team will evaluate additional staff development needs throughout the year.

Describe the plan to support MTSS.

Ongoing staff development with the Beverly Tyner Model, Daily Five, Common Core State Standards, student engagement, and formal/informal assessment will be provided throughout the year to increase and enhance classroom interventions and strategies used to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sandy Moore, Principal
Monica Silvers, Assistant Principal
Jill Dudley, Media Specialist
Fran Cook, Teacher
Lynn Schwab, Teacher

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

The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. Progress monitoring plans are created for individual students as needed in Reading. Principal, Assistant Principal, Guidance Counselors, and teachers ensure completion of online progress monitoring forms. The team identifies professional development and resources to assist the teacher to become successful when working with the student. The teacher meets with parent to discuss and gather additional information to help the student. The identified strategies are implemented by the classroom teacher. The teacher documents progress on the online PMP form at the end of each nine weeks. The team will also facilitate the process of building consensus, increasing resources, and making decisions about implementation.

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

- *Increase vocabulary
- *Gather knowledge about literacy & resources
- *Facilitate Workshops
- *Organized Study and Learning Groups
- *Assist in coordinating the MTSS Process

- *Coordinate the 3rd Grade Portfolio Process
- *Introduce Common Core Standards

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Non Title One School

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Maintain or increase the percentage of students scoring at or above proficiency. (Level 3 or higher)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 Reading, 86% of the students in reading scored at Level 3 or higher. (397/462 students) In 2012, in Grades 3-5 Reading, 75% of the students in reading scored at Level 3 or higher. (323/433 students)	In 2013, in Grades 3-5 Reading, 75% or more of the students will score at 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
1	Length of School Day	Increase K-2 90 minute reading block to 120 minutes Increase math block	Principal, Assistant Principal, Teachers	Principal and Assistant Principal will conduct Classroom Walk-Throughs, monitor lesson plans and schedules.	Classroom Walk-Through logs, lesson plans, schedules, assessment reports
2	Providing age appropriate reading material for higher reading level students	Work with Partners of Education to secure additional funds for Accelerated Reading	Assistant Principal and Media Specialist	Administrators will review AR reports and media center reports.	AR and STAR Reports
3	Finding productive time to work with small groups	Implement the RtI Process, pair with another teacher	Principal, Assistant Principal, and Teachers	Administrators will monitor assessment reports.	FAIR, FCAT, STAR Reports
4	Technology Difficulties	Technology Coordinator	Principal	Administrators and Technology Coordinator will monitor the "Q".	"Q" Computer Data
5	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general education classroom	Principal, Assistant Principal, ESE Teachers, General Education Teachers	Administrators will conduct Classroom Walk-Throughs, monitor assessment reports, and review report cards.	Assessment Reports, Classroom Walk-Through Log, Report Cards
6	Providing effective learning activities for students while teacher works with small groups	Implement Daily Five and Beverly Tyner Strategies	Principal, Assistant Principal	Monitor lesson plans, conduct classroom walk-throughs	Classroom Walk-Throughs, Classroom Observations

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:	Maintain the percentage of students scoring at Levels 4, 5, and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 100% of the students scored at Level 6 or higher on the Florida Alternate Assessment in Reading. (6/6 Students)	Maintain the percentage of students scoring at Levels 4, 5, and 6 in reading.
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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	Students not working near grade level.	Expose students to general curriculum through support facilitation or inclusion when appropriate.	ESE Teacher General Education Teacher	Monitor Individual Education Plans and Multi-Tiered System of Support.	Florida Alternate Assessment

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:	Increase or maintain the number of students scoring a level 4 or 5 in Reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 Reading, 56% of the students scored a level 4 or 5 in reading on the FCAT. (257/462 students) In 2012, in Grades 3-5 Reading, 49% of the students scored a level 4 or 5 in reading on the FCAT. (213/433 students)	In 2013, in Grades 3-5 Reading, 49% of the students will score a 4 or 5 in reading on the FCAT.

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	Increasing the achievement level of students who scored level 4 or 5 the previous year on FCAT	Students who are identified as "Gifted" will be placed in Self Contained Gifted Classrooms.	Principal, Assistant Principal	Administrators will review and monitor assessment reports, lesson plans, and report cards.	Assessment Reports, Report Cards, Lesson Plans
2	Providing age appropriate reading material for the higher reading level students	Implement the school-wide Accelerated Reading Program to provide appropriate reading level material	Principal, Assistant Principal, Media Specialist	Administrators and Media Specialist will monitor and review media center reports.	AR Reports and Media Center Reports
3	Providing after school program to enrich math, science, and technology skills	Implement the Military After School Program twice a year for 7 weeks each semester	Principal, Assistant Principal, Military After School Coordinator	Administrators will review and monitor assessment reports, lesson plans, and report cards.	FCAT Math and Science
4	Limited number of students may participate in Battle of the Books. Limited availability of required books.	Form additional teams if possible. Buy additional copy of required books.	Principal Assistant Principal Media Specialist	Administrators and Media Specialist will monitor students' reading progress.	Battle of the Books Competition

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:	Maintain or increase the percentage of students scoring at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 83% of the students scored a Level 7 or higher on the Florida Alternate Assessment in Reading. (5/6 students)

In 2013, 83% of the students will score a Level 7 or higher on the Florida Alternate Assessment 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
1	Students reading significantly below grade level	Participate in the Accelerated Reading Program Expose students to general curriculum through support facilitation or inclusion when appropriate.	ESE Teachers, General Education Teachers, Media Specialist	Monitor FAIR Reports and Accelerated Reading Reports	FAIR Reports Accelerated Reading Reports

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.

Increase or maintain the percentage of students making learning gains in reading on the FCAT.

Reading Goal #3a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In 2011, in Grades 3-5 Reading, 78% of the students made learning gains in reading. (360/462 students)

In 2013, in Grades 3-5 Reading, 74% or higher of the students will make learning gains in reading on the FCAT.

In 2012, in Grades 3-5 Reading, 74% of the students made learning gains in reading. (360/462 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology Difficulties	Implement FAIR	Principal and Assistant Principal	Administrators will monitor FAIR data reports.	FAIR Assessment
2	Length of School Day	Increase K-2 Reading Block from 90 minutes to 120 minutes	Principal and Assistant Principal	Administrators will approve classroom schedules, conduct Classroom Walk-Throughs, and monitor lesson plans.	Classroom Schedules, Classroom Walk-Through Log, Lesson Plans
3	Providing age appropriate reading material at a higher reading level	Working with our Partner in Education and conducting Book Fairs to secure additional funds for Accelerated Reading	Principal, Assistant Principal, Media Specialist	Review AR reports and STAR reports	AR and STAR reports
4	Change in Level Cut Scores.	Data Team will attend training and present new information to teachers.	Principal Assistant Principal Data Power Team	Administrators and Data Team will monitor on going data and reports.	Florida Comprehensive Assessment Test (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.

Maintain or increase the percentage of the students making learning gains in reading.

Reading Goal #3b:

2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student scored a Level 6. 1 student scored a Level 7. 2 students scored a Level 8. 2 students scored a Level 9.	In 2013, 100% will make learning gains in reading on the Florida Alternate Assessment 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
1	Students reading significantly below grade level	Participate in the Accelerated Reading Program Expose students to general curriculum through support facilitation or inclusion when appropriate.	ESE Teachers, General Education Teachers, and Media Specialist	Monitor FAIR Reports, Lesson Plans, and Accelerated Reading Reports	FAIR Reports, Accelerated Reading Reports, Lesson Plans

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Maintain or increase the percentage of students making gains in the Lowest 25% in Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, in Grades 3-5 Reading, 49% of the Lowest 25% students made learning gains in Reading. In 2011, in Grades 3-5 Reading, 78% of the Lowest 25% students made learning gains in reading on the FCAT. (54/69 students) In 2012, in Grades 3-5 Reading, 66% of the Lowest 25% students made learning gains in reading on the FCAT.	In 2013, in Grades 3-5 Reading, 66% or more of the Lowest 25% students will make learning gains 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
1	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general classroom for the reading block	Principal, Assistant Principal, ESE and general education teachers	Administrators will review and monitor FAIR and Accelerated Reading data	FAIR Data, Accelerated Reading Reports
2	Finding the time to work with small groups or individuals	Implement the RTI process and schedule iii time	Principal, Assistant Principal	Administrators will monitor classroom schedules and lesson plans.	Schedules, Lesson Plans
3	Designing and implementing an effective iii block	Implement strategies suggested in reading series and on FAIR website Implement Daily Five and Beverly Tyner strategies	Principal and Assistant Principal	Monitor lesson plans, Conduct Classroom Walk-Throughs	Lesson Plans Classroom Walk-throughs
4	Finding the time to train teachers and follow up with implementation	Use the teacher planning days for training	Principal Assistant Principal	Monitor lesson plans, Conduct Classroom Walk-Throughs	Lesson Plans and Classroom Walk-Throughs

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 # In six years, the school will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	81	84	87	

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:	Increase the percentage of students by ethnicity subgroups making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students subgroups by ethnicity not making satisfactory progress in reading: White-25% Black-41% Hispanic-17% Asian-14% American Indian-NA	Increase each subgroup making satisfactory progress in reading by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding productive time to work with small groups.	Use Beverly Tyner and Daily Five strategies.	Principal, Assistant Principal, Teachers	Monitor lesson plans and classroom observations.	FCAT Reading

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:	Increase the percentage of English Language Learners making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0/2 scored satisfactory progress in reading. 0%	Increase the percentage of English Language Learners making satisfactory progress in reading by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students speaking another language at home.	Continue to expose students to the English language. Provide literature and print to students and	Teacher Media Specialist	Monitor daily classwork and Accelerated Reading Reports	Report Cards Accelerated Reading Report

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Maintain or increase the percentage of Students with Disabilities making learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, in Grades 3-5 Reading, 54% of the Students with Disabilities made learning gains in Reading. AYP Met in 2011: In 2011, in Grades 3-5 Reading, 76% of the Students with Disabilities made learning gains in Reading. (16/21 Students) In 2012, in Grades 3-5 Reading, 73% of the Students with Disabilities made learning gains in Reading. (8/11 Students)	In 2012, in Grades 3-5 Reading, 73% or more of the Students with Disabilities will make learning gains 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
1	The student's instructional level is lower than assessment level.	Include ESE students in general education reading block.	Principal, Assistant Principal, ESE Teacher	Review FAIR data, IEP goals and progress	FAIR Reports, IEP

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase or maintain the percentage of Economically Disadvantaged students not making satisfactory in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in Grades 3-5 Reading, 61% of the Economically Disadvantaged students in reading made learning gains.	In 2013, in Grades 3-5 Reading, 61% of the Economically Disadvantaged students will make satisfactory progress 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
1	Designing and implementing an effective iii reading block.	Implement FAIR, reading series, and Beverly Tyner strategies in small group.	Principal, Assistant Principal, Teachers	Administrators will review and monitor lesson plans and classroom observations.	Lesson Plans E3

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
Small Group Reading Instruction Differentiated Teaching Models for 3-8	Grades 3-5 and ESE	Verna Smith, District Reading Department	Grades 3-5 and ESE (27 Teachers)	October 19, 2012	Classroom Walk-throughs and Observations	Principal Assistant Principal
District Technology Learning Group	4 Kindergarten Teachers	Instructional Technology Department	4 Kindergarten Teachers	Throughout school year	TLG Reports and Feedback from Instructional Technology Department	Instructional Technology Department
Whole Brain Teaching	Grades K-3, ESE, and Special Area Teachers	Amanda Cravatt and Jamie Rickman, Teachers	Grades K-2, ESE, and Special Area Teachers	October 19, 2012	Classroom Walk-throughs and Observations	Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
District Technology Learning Group 4 Teachers	Laptop, Document Camera, LCD Projector, Smart Board, and IPAD Training	Reaching Higher Achievement with Branch Of Services Military Grant	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Small Group Reading Instruction Differentiated Teaching Models for Intermediate Readers 3-8	Beverly Tyner Intermediate Book Materials to make small group activities	Reaching Higher Achievement with Branch Of Services	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Whole Brain Teaching Grades K-2, ESE, and Special Area	PowerPoint Training provided by in house trainer.	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Maintain or increase the percentage of students who score a Level 3 or higher in Math on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 Math, 84% of the students in Grades 3-5 scored at Level 3 or higher on the FCAT in Math. (389/462 Students) In 2012, in Grades 3-5 Math, 70% of the students in Grades 3-5 scored at Level 3 or higher on the FCAT in Math. (305/433 Students)	In 2012, in Grades 3-5 Math, 70% of the students will score a Level 3 or higher in Math on the FCAT.

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	Length of School Day	Increase K-2 90 minute reading block to 120 minutes Increase math block	Principal, Assistant Principal, Teachers	Principal and Assistant Principal will conduct Classroom Walk-Throughs, monitor lesson plans and schedules.	Classroom Walk-Through logs, lesson plans, schedules, assessment reports
2	Finding productive time to work with small groups	Implement the RtI Process, pair with another teacher	Principal, Assistant Principal, and Teachers	Administrators will monitor assessment reports.	FAIR, FCAT, STAR Reports
3	Technology Difficulties	Technology Coordinator	Principal	Administrators and Technology Coordinator will monitor the "Q".	"Q" Computer Data
4	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general education classroom	Principal, Assistant Principal, ESE Teachers, General Education Teachers	Administrators will conduct Classroom Walk-Throughs, monitor assessment reports, and review report cards.	Assessment Reports, Classroom Walk-Through Log, Report Cards
5	Implementing a new science series	Staff Development for Teachers	Principal and Assistant Principal	Administrators will monitor staff development records, check Lesson Plans and conduct Classroom Walk-Throughs.	PD360 Reports, Classroom Walk-Through Logs
6	Difficulty or word problems	Students in grades 1-5 will participate in Sunshine Math	Principal and Assistant Principal	Administrators will monitor data notebooks and Sunshine Math Program.	Data Notebooks, Sunshine Math, Sunshine Math Competition
7	Teaching a new math series with new standards	Teachers will attend training on Go Math series.	Principal and Assistant Principal	Administrators will monitor staff development records.	ERO & Staff Development records

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:	Maintain or increase the percentage of students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, students in Grades 3-5, 83% of the students scored Level 4 or higher on the Florida Alternate Assessment. (5/6)	In 2013, students in Grades 3-5, 83% of the students will score Level 4 or higher Florida Alternate Assessment. (5/6)

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	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general education classroom when appropriate	Principal Assistant Principal ESE Teachers General Education Teachers	Administrators will conduct classroom observations, monitor progress reports and IEP's	Progress Reports Report Cards Florida Alternate Assessment

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:	Maintain or increase the percentage of students who score a Level 4 or 5 in Math on the FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in Grades 3-5 Math, 38% of the students scored a Level 4 or 5 in Math on the FCAT. (237/462 students) In 2011, in Grades 3-5 Math, 52% of the students scored a Level 4 or 5 in Math on the FCAT. (237/462 students)	In 2013, in Grades 3-5 Math, 38% or more of the students will score a Level 4 or 5 in Math on the FCAT.

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	Increasing the achievement level of students who scored level 4 or 5 the previous year on FCAT	Students who are identified as "Gifted" will be placed in Self Contained Gifted Classrooms.	Principal, Assistant Principal	Administrators will review and monitor assessment reports, lesson plans, and report cards.	Assessment Reports, Report Cards, Lesson Plans
2	Increasing the achievement level of students who scored level 4 or 5 the previous year on FCAT	Students in grades 1-5 will participate in Sunshine Math.	Principal, Assistant Principal, Teachers	Administrators will review and monitor assessment reports, data notebooks and Sunshine Math data.	Data Notebooks, Sunshine Math Data
3	Providing opportunities for students to use their science knowledge and skills	Teach the Scientific Method and have a Science Fair.	Principal, Assistant Principal, Teachers	Administrators and teachers will attend the Science Fair and review the judging of Science Fair projects.	Science Fair Projects and scoring sheets, Lesson Plans
4	Providing after school program to enrich math, science, and technology skills	Implement the Military After School Program twice a year for 7 weeks each semester	Principal, Assistant Principal, Military After School Coordinator	Administrators will review and monitor assessment reports, lesson plans, and report cards.	FCAT Math and Science
5	Increasing the achievement level of students who scored a level 4 or 5 in math the previous year.	Implement the Go Math series.	Principal and Assistant Principal	Administrators will monitor lesson plans and conduct walk-throughs	Lesson Plans and Classroom Walk-Through logs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Maintain or increase the percentage of students scoring at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in Grades 3-5 Math, 33% of the students scored at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment. (2/6)	In 2013, in Grades 3-5 Math, 33% of the students will score at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general education classroom when appropriate	Principal Assistant Principal ESE Teachers General Education Teachers	Administrators will conduct classroom observations, monitor progress reports and IEP's	Progress Reports Report Cards Florida Alternate Assessment

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:	Maintain or increase the percentage of students making learning gains in Mathematics on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 Math, 68% of the students made learning gains in Math on the FCAT. In 2012, in Grades 3-5 Math, 73% of the students made learning gains in Math on the FCAT.	In 2013, in Grades 3-5 Math, 73% or higher of the students will make learning gains on the FCAT in Math.

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	Length of School Day	3rd, 4th, and 5th Grades will have a 60 minute daily math block.	Principal and Assistant Principal	Administrators will approve classroom schedules, conduct Walk-Throughs, and monitor lesson plans.	Classroom Schedules, Classroom Walk-Through Log, Lesson Plans
2	Technology Difficulties	Implement Go Math	Principal and Assistant Principal	Administrators will monitor Go Math reports and "Q" Reports.	Go Math Reports, "Q" Reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Maintain or Increase the percentage of the students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 = 1 student Score 47	

Level 4 = 1 student Score 68
 Level 5 = 1 student Score 84
 Level 6 = 1 student Score 96
 Level 8 = 1 student Score 115
 Level 9 = 1 student Score 141

In 2013, students will score at Level 4 or higher on the Florida Alternate Assessment in Math.

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	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general classroom for the math block when appropriate	Principal Assistant Principal ESE Teacher General Education Teacher	Administrators will review and monitor Go Math and Accelerated Math data	Go Math and STAR Data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Maintain or increase the percentage of students in Lowest 25% making learning gains in Mathematics on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 Math, 70% of students in Lowest 25% made learning gains in Mathematics on the FCAT. (47/69 Students) In 2012, in Grades 3-5 Math, 56% of students in Lowest 25% made learning gains in Mathematics on the FCAT.	In 2013, in Grades 3-5 Math, 56% or higher of the students in Lowest 25% will make learning gains in Mathematics on the FCAT.

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	Presenting and teaching on grade level curriculum to ESE students	Include ESE students in the general classroom for the math block	Principal, Assistant Principal, ESE and general education teachers	Administrators will review and monitor Go Math and Accelerated Math data	Go Math Data, STAR Math
2	Finding the time to work with small groups or individuals	Implement the RtI process and schedule iii time	Principal, Assistant Principal	Administrators will monitor classroom schedules and lesson plans.	Schedules, Lesson Plans

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six years, the school will reduce the achievement gap by 50% in Math.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	74	77	80	83	

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:	Decrease the percentage of student subgroups by ethnicity not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage NOT making satisfactory progress: (Level 1 & 2) White: 29% Black: 38% Hispanic: 26% Asian: 21% Am Indian: NA	In 2013, students in Grades 3-5, will decrease the percentage by 1% of student subgroups by ethnicity not making satisfactory progress in mathematics.

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	Designing and implementing an effective iii block	Implement FAIR, reading series, and Beverly Tyner strategies in small group instruction.	Principal Assistant Principal Classroom teachers	Monitor lesson plans, RTI Process, and classroom observation	Lesson Plans FCAT Assessment

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:	Decrease the percentage of English Language Learners not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in Grades 3-5, 100% of the English Language Learners did not make satisfactory progress in mathematics. 2/2 (Level 3 or higher)	In 2013, in Grades 3-5, students of the English Language Learners will make satisfactory progress in mathematics. (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
1	Students speaking another language at home. Continue to expose students to the English language.	Provide literature and print to students and families.	Teacher Media Specialist	Monitor daily classwork and Accelerated Math	Reports Report Cards Accelerated Math Report

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase the percentage of Students with Disabilities scoring at or above grade level in mathematics on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, in Grades 3-5 Math, 51% of the Students with Disabilities scored at or above grade Level in Mathematics on the FCAT.	
AYP Met in 2011:	In 2013, in Grades 3-5 Math, 59% or more of the Students

In 2011, in Grades 3-5 Math, 52% of the Students with Disabilities scored at or above grade Level in Mathematics on the FCAT.	with Disabilities will score at or above grade level in Mathematics on the FCAT.
In 2012, in Grades 3-5 Math, 59% of the Students with Disabilities scored at or above grade Level in Mathematics on the FCAT. (13/22)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Disabilities instructional level is not on grade level	Instruct students at grade level with support	Principal and Assistant Principal	Administrators will review and monitor Go Math Data.	Go Math

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:	Maintain or increase the percentage of Economically Disadvantaged students scoring at or above grade level in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 Math, 76% of the Economically Disadvantaged students scored at or above grade level in Mathematics on the FCAT. In 2012, in Grades 3-5 Math, 58% of the Economically Disadvantaged students scored at or above grade level in Mathematics on the FCAT. (42/77)	In 2012, in Grades 3-5 Math ,58% or higher of the Economically Disadvantaged students will score at or above grade level in Mathematics on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Changing to the new standards in Math	Implementing new math series	Principal and Assistant Principal Teachers	Administrators will review and monitor Go Math data.	Go Math End of the Year Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Renaissance Symposium on Common Core (Accelerated Math)	Kindergarten - Fifth and Media Center	Renaissance Learning Place	Kindergarten - Fifth and Media Center	November 15-17, 2012	Classroom Walk-Throughs and Observations	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Renaissance Symposium on Common Core (Accelerated Math)	Books, lodging, transportation	Reaching Higher Achievement with Branch Of Services	\$4,500.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

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:		Maintain or increase the percentage of students scoring at or above Level 3 in Science on the FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011, in Grade 5 Science, 68% of the students scored at or above grade level in Science on the FCAT. (106/157 Students) In 2012, in Grade 5 Science, 72% of the students scored at or above grade level in Science on the FCAT. (106/152 Students)		In 2013, in Grade 5 Science, 72% or more of the students will score at or above grade level in Science on the FCAT.			
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	Length of school day	Implement a 30-60 minute daily science block in grades 3-5	Principal and Assistant Principal	Monitor classroom schedules and lesson plans	Classroom Schedules and Walk-Throughs
2	Students not receiving help and support from home to complete a Science Fair Project	Conduct a Parent Workshop and have materials available at the Parent Science Fair Meeting	Assistant Principal, Science Chairman, Science Fair Team	Monitor Science Fair Registration forms	Science Fair Projects

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:	Maintain the percentage of students scoring at Level 4 or higher on the Florida Alternate Assessment in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% of the students scored a Level 7 on the Florida Alternate Assessment in Science. (2/2 students)	In 2013, 100% of the students will score at a Level 4 or higher on the Florida Alternate Assessment in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not receiving help and support from home to complete a Science Fair Project	Conduct a Parent Workshop and have materials available at the Parent Science Fair Meeting	Assistant Principal, Science Chairman, Science Fair Team	Monitor Science Fair Registration forms and projects	Science Fair Projects
2	Students working below grade level Students not being able to read grade level text and materials	Include ESE students in the general classroom for science instruction	Principal, ESE teachers, General Education Teacher	Monitor class participation and work, Progress Reports, District Science Assessments, and Report Cards	Florida Alternate Assessment

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:	Maintain or increase the percentage of students scoring at Level 4 or Level 5 in Science on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grade 5 Science, 19% scored a Level 4 or Level 5 in Science on the FCAT. (30/157 Students) In 2012, in Grade 5 Science, 29% scored a Level 4 or Level 5 in Science on the FCAT. (44/152 Students)	In 2013, in Grade 5 Science, 29% or higher will score at Level 4 or Level 5 in Science on the FCAT.

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Maintain the percentage of students scoring at a Level 7 or higher in Science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, in Grade 5, 100% scored a Level 7 in Science on the Florida Alternate Assessment. (2/2 Students)		100% of the students will score at a Level 7 or higher in Science on the Florida alternate Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not being able to read grade level text and materials Students not exposed to science curriculum	Include students in the general classroom for science instruction	ESE teachers, general education teachers	Monitor daily classwork and participation, Progress Reports, Report Cards	Florida Alternate Assessment in Science

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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

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:	Increase or maintain the percentage of students achieving Adequate Progress in writing. (Level 3 or higher)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, in Grade 4 Writing, 90% of the students achieved Adequate Progress in writing. (148/164 Students) In 2011, in Grade 4 Writing, 98% of the students achieved Adequate Progress in writing. (163/168 Students) In 2012, in Grade 4 Writing, 87% of the students achieved Adequate Progress in writing. (118/137 Students)	In 2013, in Grade 4 Writing, 87% or higher will meet state standards 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
1	Providing opportunities for students to formally write	Monthly School-wide writing prompts	Principal and Assistant Principal	Scoring papers with rubric scale	Escambia Writes and Writing FCAT
2	Scoring students' writing with FCAT rigor	Write Score (4 times)	Principal and Assistant Principal	Principal and Assistant Principal will review and monitor Write Score Reports	Write Score Reports
3	Change in scoring of FCAT Writing	Train teachers and students regarding the changes in scoring. Provide practice for the student.	Principal Teachers	Administrators and teachers will evaluate students' writings and monitor Write Score Reports	FCAT Writing and Write Score Reports

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Maintain the percentage of students scoring at Level 4 or higher on the Florida Alternate Assessment in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% of students scored a Level 5 on the Florida Alternate Assessment in Writing. (1/1 student)	Maintain the percentage of students scoring at Level 4 or higher on the Florida Alternate Assessment 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
1	Students reading and writing below grade level	Provide on grade level writing opportunities for the students	ESE teachers, general education teachers	Monitor Write Score data and reports	Florida Alternate Assessment in Writing

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
Step Up to Writing	Writing- First - Fifth Grades	Beverly Pattenon and Brian Spivey	First- Fifth Grades	October 16 & 17, 2012	Monitor monthly writing prompts and Write Score Reports	Principal, Assistant Principal, and Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Write Score Assessments four times during the school year	Write Score 2 Narrative 2 Expository	SAI Funds	\$2,200.00
			Subtotal: \$2,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,200.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Hellen Caro Elementary will decrease the number of students with excessive tardies (10 or more)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, in Grades K-5, Average Daily Attendance Rate	In 2013, in Grades K-5, the Average Daily Attendance

was 95.8%.	Rate will be 95% or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, in Grades K-5, 172 students were absent 10 or more times.	In 2013, less than 172 students will be absent 10 or more times.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, in Grades K-5, 111 students were tardy 10 or more times.	In 2013, in Grades K-5, less than 111 students will be tardy 10 or more times.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing school for unexcused reasons	Recognize students for good attendance	Principal, Data Clerk	Administrators will monitor attendance reports and conduct Child Study Attendance Meetings	Attendance Records
2	Students not arriving on time for school or checking out early for unexcused reasons	Recognize students for Perfect Attendance	Principal, Data Clerk	Administrators will monitor attendance reports and conduct Child Study Attendance Meetings	Attendance Records
3	Parents not respecting school start and dismissal times	Require parents to come in and sign the student in and give reason Mark the tardy or early check-out as excused or unexcused	Principal, Assistant Principal, Data Clerk, Front Desk	Administrators and Data Clerk will monitor check-in and check-out log.	Attendance Records

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Recognize students for good attendance	Certificates and Rewards	Internal Accounts	\$500.00

			Subtotal: \$500.00
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: \$500.00

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		Maintain or decrease the number of Out-of-School Suspensions.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In 2011, in Grades K-5, there was 1 incident of In-School Suspension. In 2012, in Grades K-5, there was 1 incident of In-School Suspension.		In 2013, in Grades K-5, there will be 2 or less incidents that result in In-School Suspension.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2011, in Grades K-5, there was 1 student placed in In-School Suspension. In 2012, in Grades K-5, there was 1 student placed in In-School Suspension.		In 2013 in Grades K-5, there will be 2 or less students placed in In-School Suspension.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2011, in Grades K-5, there were 3 incidents of Out-of-School Suspensions. In 2012, in Grades K-5, there were 10 incidents of Out-of-School Suspensions.		In 2013, in Grades K-5, there will be 10 or less incidents that result in suspension.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2011, in Grades K-5, 3 students were suspended with Out-of-School Suspension. In 2012, in Grades K-5, 10 students were suspended with Out-of-School Suspension.		In 2013, there will be 10 or less students suspended with Out-of-School Suspension.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students not complying	Each classroom will	Principal,	Administrators will	Discipline

1	with School-Wide Behavior Plan	implement classroom citizenship plan	Assistant Principal, and Guidance Counselors	monitor office referrals and weekly citizenship grades as needed.	Referrals, Citizenship Reports
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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: *Please refer to the percentage of parents who	Maintain or increase school volunteer hours.

<i>participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2012, Hellen Caro logged in 28,302 volunteer hours.		In 2013, Hellen Caro will log in 28,000 or more volunteer hours.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working parents unable to volunteer at school	Provide day and evening opportunities for parents to volunteer	Assistant Principal, PTA Board	Membership Drive	Membership
2	Parents not knowing how to get involved with the school	Continue "All Hands Fridays", Share the School and PTA websites, Setup PTA booths at Orientation and Open House for parents to ask questions and to join PTA	PTA Board, Assistant Principal	Monitor Membership Drive and Volunteer Log data	Membership, Volunteer Log
3	Parents not able to attend PTA meetings	Schedule PTA Meetings during the monthly "All Hands Thursdays"	PTA Board	Monitor Membership Drive	Membership Records

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parental involvement	All Hands Thursdays, Lunch with a Love One, Carnival, and other special events	PTA	\$500.00
			Subtotal: \$500.00
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: \$500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Maintain or increase the number of 3rd, 4th, and 5th grade students who participate in the Military After School Program.		
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	Designing engaging activities to increase student participation	Explore and purchase Lego STEM curriculum. Purchase additional iPads and other technology	Principal Military After School Coordinator	Monitor Lesson Plans Monitor Military Grant Budget	Military Grant

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Implement Write Score Assessments four times during the school year	Write Score 2 Narrative 2 Expository	SAI Funds	\$2,200.00
Attendance	Recognize students for good attendance	Certificates and Rewards	Internal Accounts	\$500.00
Parent Involvement	Increase parental involvement	All Hands Thursdays, Lunch with a Love One, Carnival, and other special events	PTA	\$500.00
				Subtotal: \$3,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	District Technology Learning Group 4 Teachers	Laptop, Document Camera, LCD Projector, Smart Board, and IPAD Training	Reaching Higher Achievement with Branch Of Services Military Grant	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small Group Reading Instruction Differentiated Teaching Models for Intermediate Readers 3-8	Beverly Tyner Intermediate Book Materials to make small group activities	Reaching Higher Achievement with Branch Of Services	\$1,200.00
Mathematics	Renaissance Symposium on Common Core (Accelerated Math)	Books, lodging, transportation	Reaching Higher Achievement with Branch Of Services	\$4,500.00
				Subtotal: \$5,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Whole Brain Teaching Grades K-2, ESE, and Special Area	PowerPoint Training provided by in house trainer.	NA	\$0.00
				Subtotal: \$0.00
				Grand Total: \$13,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/22/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time, no SAC funds are available.	\$0.00

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

The School Advisory Council (SAC) has an important function for the success of Hellen Caro Elementary. Listed below are some of the functions of the SAC:

- *Assist in the preparation of and approve the annual School Improvement Plan,
- *Provide input to the Principal of Hellen Caro Elementary in preparing the school's annual budget and plan,
- *Advise the faculty and staff on issues considered important to the welfare of the school, and
- *Act as an ambassador to promote community involvement and awareness.

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

Escambia School District HELLEN CARO ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	89%	81%	71%	331	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	78%	68%			146	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?	78% (YES)	70% (YES)			148	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					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District HELLEN CARO ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	85%	78%	66%	315	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	63%	60%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	58% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested