FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHASCO ELEMENTARY SCHOOL

District Name: Pasco

Principal: Terri Mutell

SAC Chair: Elizabeth Valentine

Superintendent: Heather Fiorentino

Date of School Board Approval: October 16, 2012

Last Modified on: 9/30/2012

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	Terri Mutell	Master's Degree/Certification in Early Childhood Education, Elementary Education and School Principal		18	2011-2012: "C", AYP-no, 2010-2011: "D", AYP-no, 82% of criteria met; 2009-2010: "B", AYP-no, 74% of criteria met; 2008-2009: "C", AYP-no, 87% of criteria met
Assis Principal	Michele DiIorio	Elementary Education Educational Leadership	1.5	1.5	2011-2012: "C", AYP-no

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)
Literacy Coach	Rebel Williams	Elementary Ed., Reading, K-12 Art	3	6	2012-School Grade of C, AYP-No 2011-School Grade of B, AYP-No 2010-School Grade of C, AYP-No 2009-School Grade of A, AYP-No 2008-School Grade of A, AYP-No
Math Coach	Kasey Engel	Elementary Ed., Ed. Leadership	10	4	2012-School Grade of C, AYP-No 2011-School Grade of B, AYP-No 2010-School Grade of C, AYP-No 2009-School Grade of A, AYP-No 2008-School Grade of A, AYP-No

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	CHES seeks innovative ideas and instructional practices that correlate to Marzano's "Art and Science of Teaching". We provide opportunities for personal staff development, mentoring, observing master teachers, and collaboration to ensure teachers' needs are met. In addition, we provide extra support through Reading, Writing, Math, and Science coaches.	Terri Mutell Michele DiIorio	On-going	
2	Teachers will participate in weekly grade level collaborative planning sessions where instructional routines, driven by standards, data, and student progression are developed. (One team will participate in piloting the district's Lesson Study model).	Terri Mutell Michele DiIorio	On-going	
3	A mentor/mentee program will be established.	Terri Mutell Michele DiIorio	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4 out-of field 55 not Highly Effective according to the Teacher Evaluation system.	Teachers will participate in weekly grade level collaborative planning sessions where effective instructional routines, driven by standards, data, and student progression, are developed. (One team will participate in piloting the district's Lesson Study model).

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
62	4.8%(3)	14.5%(9)	48.4%(30)	32.3%(20)	3.2%(2)	3.2%(2)	8.1%(5)	1.6%(1)	33.9%(21)

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
Kyra Giuliano	Nicole Millar	Kindergarten teammates/ HQ veteran teacher	Monthly new teacher meetings, weekly collaborative planning meetings
Laura Miller	Samantha Behncke	First grade teammates/HQ veteran teacher	Monthly new teacher meetings, weekly collaborative planning meetings
Michelle Schlosser	Jessica Tabone	Third grade teammates/HQ veteran teacher	Monthly new teacher meetings, weekly collaborative planning meetings
Nuala Butler	Kelly Hughes	ESE experience and certification/HQ veteran teacher	Monthly new teacher meetings, weekly collaborative planning 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

Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school. It will also be used to provide additional support for both intervention and enrichment areas.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.

Title III

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) to meet the academic content and English proficiency standards. Title III funds will also be used in coordination with Title I funds to support after-school tutoring.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers in Grade 3.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team consists of the School Nurse, School Psychologist, School Social Worker, Speech Language Pathologist, Literacy Coach, Science Coach, Math Coach, Graduation Enhancement
Teacher, Behavior Specialist, Guidance Counselor, General and Special Education Teachers, and Administration.

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 MTSS Leadership Team meets bi-monthly to discuss concerns and interventions to lead students to success. The team problem-solves and reviews practices to assess and assist with skill development. Follow up regarding interventions occurs approximately 4-5 weeks after an intervention has been put into place. If successful, the intervention continues; if not, the intervention is changed or adjusted to better meet the needs of the individual
students. The MTSS Team also provides technical and professional development to staff in support of MTSS.

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 school-based MTSS Leadership Team reviews demographic, academic, and behavioral data to determine programs and school wide needs to be implemented into the School Improvement Plan. They also plan for
interventions, develop supports, and follow up on individual student progress. In addition, the team identifies professional development needs in order for MTSS interventions to be successful.

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.

All student data is housed in our District and school's local electronic warehouse, Pasco Star, eSembler and Filemaker Pro databases. Data is discussed at weekly meetings, data shares, and grade level meetings, and the problem-solving method is employed to identify student needs and interventions.

Describe the plan to train staff on MTSS.

Ongoing professional development training that will focus on the following:

*Description of data collection processes to assess current staff skills.
*Content of professional development days based on the state's model.
*Resources to provide technical assistance and follow up support.
*Plan for data collection to evaluate MTSS implementation levels.
*Ensure plan includes action steps for the development of MTSS infrastructure components.

Describe the plan to support MTSS.

Support of the MTSS model will be through bi-monthly meetings where review of infrastructures put in place are analyzed, reviewed, and implemented. This year, Chasco will channel its focus in meeting the needs of Tier II
and III students through an intensive intervention time, Cub Time, while ensuring the fidelity of Tier I instruction.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based leadership team consists lead teachers, curriculum specialists, and administration. The Lead Literacy Team coaches staff members in developing best practices in correlation to Marzano's "Art and Science of Teaching" and the integration of the ELA CCSS.

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

This team facilitates and coaches specific needs of our staff members in developing best practices in conjunction with meeting fidelity standards in literacy.

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

This year, our Lead Literacy Team will coach staff members in promoting text dependent thinking skills, with evidence citing from the text. Independent reading based upon text complexity will also be an initiative. Coaches will support teachers in promoting higher-level, critical thinking when posing questions regarding text, and evaluating quality responses that prove students were engaged and comprehending.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/30/2012)

*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.

AAt Chasco Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: Florida Kindergarten Readiness Screener – ECHOS (Early Childhood Observation System), FAIR (Florida Assessment for Instruction in Reading), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments.

Specific screening tools our school will use include: Florida Kindergarten Readiness Screener – ECHOS (Early Childhood Observation System), FAIR (Florida Assessment for Instruction in Reading), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students meeting proficiency as measured by the 2013 FCAT Reading, Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (94)	36%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of close reading. Lack of understanding of quality student discussions and written responses where students are defending their thinking.	Students will participate in close reading strategies and demonstrate text dependent thinking evidence through writing and rigorous, curricular-aligned conversations.	Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration	Classroom instruction will reflect students engaged in the use of close reading strategies. Students will be engaged in discussions or written responses that include defend text dependent thinking.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.
2	Time is not provided daily for independent reading. Lack of understanding of text complexity.	Teachers will provide time daily for students to engage in high-interest independent reading. Teachers will conference with students during independent reading to determine appropriateness of text complexity, assist students in developing goals, tracking progress, and motivating students as life-long learners.	Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Conference logs and monitoring of student progress along the trajectory of mastering levels of text complexity.	Independent Reading Conference Logs/Rubrics, 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students scoring at or above Levels 4 and 5 as measured by the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (65)	30%

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of close reading. Lack of understanding of quality student discussions and written responses where students are defending their thinking.	Students will participate in close reading strategies and demonstrate text dependent thinking evidence through writing and rigorous, curricular-aligned conversations.	Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Classroom instruction will reflect students engaged in the use of close reading strategies. Students will be engaged in discussions or written responses that include defend text dependent thinking.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.
2	Time is not provided daily for independent reading. Lack of understanding of text complexity.	Teachers will provide time daily for students to engage in high-interest independent reading. Teachers will conference with students during independent reading to determine appropriateness of text complexity, assist students in developing goals, tracking progress, and motivating students as life-long readers.	Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Conference logs and monitoring of student progress along the trajectory of mastering levels of text complexity.	Independent Reading Conference Logs/Rubrics, 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students making learning gains as measured by the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (115)	63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of close reading. Lack of understanding of quality student discussions and written responses where students are defending their thinking.	Students will participate in close reading strategies and demonstrate text dependent thinking evidence through writing and rigorous, curricular-aligned conversations.	Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Classroom instruction will reflect students engaged in the use of close reading strategies. Students will be engaged in discussions or written responses that include defend text dependent thinking.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.
2	Time is not provided daily for independent reading. Lack of understanding of text complexity.	Teachers will provide time daily for students to engage in high-interest independent reading. Teachers will conference with students during independent reading to determine appropriateness of text complexity, assist students in developing goals, tracking progress, and motivating students as life-long readers.	Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Conference logs and monitoring of student progress along the trajectory of mastering levels of text complexity.	Independent Reading Conference Logs/Rubrics, 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students in lowest 25% making learning gains as measured by the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (45)	50%

	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	Need for additional time and intensity with reading intervention connected to the core instruction.	To provide at risk students high quality instruction in reading with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day, including the strategies used during "Cub Time".	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.
2	Students do not take ownership in their learning. Need for additional time to support students with goal setting.	Students will reflect upon their learning through goal setting and self – evaluations. Teachers will support student reflections through side-by-side conferencing and tracking student progress.	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Conferencing and student progress logs.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.

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 # By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 5% reduction in our achievement gap each year as measured by the Reading FCAT.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	55%	60%	65%	70%	

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of student subgroups meeting proficiency as measured by the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 47% (104) Hispanic: 57% (87)	White: 37% Hispanic: 47%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for additional time and intensity with reading intervention connected to the core instruction.	Teachers will provide "at risk" students high quality instruction in reading with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day, including the strategies used during "Cub Time".	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments, CELLA, Running Records, Student Work, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of ELL students meeting proficiency as measured by the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	67%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Need for additional time and intensity with reading intervention connected to the core instruction.	Teachers will provide "at risk" students high quality instruction in reading with interventions matched to	Instructional Coaches, ELL Classroom Teachers, Intervention	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments,CELLA, Running Records, Student Work,

		their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day, including the strategies used during "Cub Time".	Teachers, Administration.		Observations.
1					
2	Students do not take ownership in their learning. Need for additional time to support students with goal setting.	Students will reflect upon their learning through goal setting and self – evaluations. Teachers will support student reflections through side-by-side conferencing and tracking student progress.	Instructional Coaches, ELL Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments,CELLA, Running Records, Student Work, 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of SWD students meeting proficiency as measured by the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	46%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for additional time and intensity with reading intervention connected to the core instruction.	Teachers will provide "at risk" students high quality instruction in reading with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day, including the strategies used during "Cub Time".	ESE Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.
2	Students do not take ownership in their learning. Need for additional time to support students with goal setting.	Students will reflect upon their learning through goal setting and self – evaluations. Teachers will support student reflections through side-by-side conferencing and tracking student progress.	ESE Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, 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 subgroup:

	5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of economically disadvantaged students meeting proficiency as measured by the 2013 FCAT Reading.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	55% (152)	44%

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	Need for additional time and intensity with reading intervention connected to the core instruction.	Teachers will provide "at risk" students high quality instruction in reading with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day, including the strategies used during "Cub Time".	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.
2	Students do not take ownership in their learning. Need for additional time to support students with goal setting.	Students will reflect upon their learning through goal setting and self – evaluations. Teachers will support student reflections through side-by-side conferencing and tracking student progress.	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Conferencing with student progress logs.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.

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
Collaborative Planning	CHES Leadership Team	District Supervisor	Grade-level Team and Instructional Leaders	August	team leader reflections, observations, walk-throughs	Team Leaders, Instructional Coaches, Administration
Close Reading Strategies	K-5	Admin./ InstructionalCoaches	School-wide	August and ongoing	walk-throughs, observation of close reading strategies used, student data analysis	Instructional Coaches, Administration

					walk-throughs, observation of student reading discussions, student writing samples, student data analysis	
Engaging Students in Quality Reading Responses	K-5	Literacy Coach	School-wide	October and ongoing	walk-throughs, observation of student reading discussions, student writing samples, student data analysis	Literacy Coach, LLT, Administration
Independent Reading Conferencing/Goal setting and Self-evaluation	K-5	Literacy Coach	School-wide	January and ongoing	walk-throughs, observation of conferencing, student data analysis	Literacy Coach, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Read for Real	Supplemental high-interest, non-fiction, research-based reading materials to add to reading intervention resources	Title I	$1,000.00
			Subtotal: $1,000.00
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
Provide staff with extra support by purchasing 4 Basic Intensive Reading Teachers.	Intensive Reading Teachers	Title I	$270,000.00
			Subtotal: $270,000.00
			Grand Total: $271,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of CELLA students scoring proficient as measured by the 2013 CELLA, Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
56% (27/48)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated strategies and/or interventions for CELLA students are used with individual students and are not known and/or aligned through out the day when receiving support services from various staff members.	ELL teacher will meet with group of students that share similar needs rather than individual students. Differentiated strategies and interventions will be documented for all staff members servicing these students.	ELL IA and Resource teacher, Classroom Teachers, Intervention Teachers, Administration.	ELL IA and Resource teacher will collaboratively work with grade level teams to progress monitor targeted listening/speaking strategies.	Student Work, Observations

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

2. Students scoring proficient in reading. CELLA Goal #2:	By engaging students in learning experiences that achieve the goals of the standards, there will be a 10% increase in the number of CELLA students scoring proficient as measured b the 2013 CELLA, Reading.

2012 Current Percent of Students Proficient in reading:
25% (12/48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated strategies and/or interventions for CELLA students are used with individual students and are not known and/or aligned through out the day when receiving support services from various staff members.	ELL teacher will meet with group of students that share similar needs in Reading rather than individual students. Differentiated strategies and interventions will be documented for all staff members servicing these students.	ELL IA and Resource Teacher, Classroom Teachers, Intervention Teachers, Administration.	ELL IA and resource teacher will collaboratively work with classroom teachers to progress monitor targeted reading strategies.	FAIR, CORE K-12, MMH Benchmark Assessments, Running Records, Student Work, Observations.

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

3. Students scoring proficient in writing. CELLA Goal #3:	By engaging students in learning experiences that achieve the goals of the standards, there will be a 10% increase in the number of CELLA students scoring proficient as measured b the 2013 CELLA, Writing.

2012 Current Percent of Students Proficient in writing:
17% (8/48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Differentiated strategies and/or interventions for CELLA	ELL IA will meet with group of students that share similar needs in	ELL IA and Resource Teacher,	ELL IA and resource teacher will collaboratively work	Student writing Samples, MMH Unit test

	students are used with individual students and are not known and/or aligned through out the day when receiving support services from various staff members.	Writing rather than individual students. Differentiated strategies and interventions will be documented for all staff members servicing these students.	Classroom Teachers, Intervention Teachers, Administration.	with classroom teachers to progress monitor targeted writing strategies.	
1					

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students meeting proficiency as measured by the 2013 FCAT Math, Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (86)	36%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in their learning process during math instruction.	Teachers will implement the Problem Based Learning strategy to engage students in higher order thinking and real-world problem solving.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
2	Lack of integrating writing across the curriculum.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies to solve problems and problem solving in Math.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Rubrics to measure the quality of writing in Math ISNs, Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, 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 mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students scoring at or above Levels 4 and 5 as measured by the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (42)	23%

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	Core instruction does not extend beyond the acquisition level.	Teachers will include instruction at the "extending" and refining" level.	Math Specialist, classroom teachers, Admin.	Teachers will collaborate with Math Specialist to infuse "extending and refining" lessons.	Math Pre and Post Assessments, CORE K-12.
2	Lack of student engagement in their learning process during math instruction.	Teachers will implement the Problem Based Learning strategy to engage students in higher order thinking and real-world problem solving.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
3	Lack of integrating writing across the curriculum.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies to solve problems and problem solving in Math.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, 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:

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students making learning gains as measured by the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	72%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in their learning process during math instruction.	Teachers will implement the Problem Based Learning strategy to engage students in higher order thinking and real-world problem solving.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
2	Lack of integrating writing across the curriculum.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies to solve problems and problem solving in Math.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Rubrics to measure the quality of writing in Math ISNs, Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
3	Specific interventions, with progress monitoring components for students needing differentiated instruction are sometimes not in alignment.	Teachers will provide "at risk" students high quality instruction in math with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day.	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students in the lowest 25% making learning gains as measured by the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (28/57)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in their learning process during math instruction.	Teachers will implement the Problem Based Learning strategy to engage students in higher order thinking and real-world problem solving.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
2	Lack of integrating writing across the curriculum.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies to solve problems and problem solving in Math.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Rubrics to measure the quality of writing in Math ISNs, Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
3	Specific interventions, with progress monitoring components for students needing differentiated instruction are sometimes not in alignment.	Teachers will provide "at risk" students high quality instruction in math with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day.	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.

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 :	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 5% increase in the number of students proficient in the area of math measured by the

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	41%	46%	51%	56%	61%	

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students in the White and Hispanic subgroups making satisfactory progress as measured by the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60% (132) Hispanic: 65% (52)	White: 50% Hispanic: 55%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of student engagement in their learning process during math instruction.</td><td>Teachers will implement the Problem Based Learning strategy to engage students in higher order thinking and real-world problem solving.</td><td>Math Coach, Classroom Teachers, Intervention Teachers, Administration.</td><td>data analysis, collaborative team planning sessions with Math Coach, walk-throughs</td><td>Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.</td></tr>
<tr><td>2</td><td>Lack of integrating writing across the curriculum.</td><td>Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies to solve problems and problem solving in Math.</td><td>Math Coach, Classroom Teachers, Intervention Teachers, Administration.</td><td>data analysis, collaborative team planning sessions with Math Coach, walk-throughs</td><td>Rubrics to measure the quality of writing in Math ISNs, Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.</td></tr>
<tr><td>3</td><td>Specific interventions, with progress monitoring components for students needing differentiated instruction are sometimes not in alignment.</td><td>Teachers will provide "at risk" students high quality instruction in math with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day.</td><td>MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.</td><td>Progress monitoring of the instruction and interventions.</td><td>Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.</td></tr>
</table>

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:	No Data Needed
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Needed	No Data Needed

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	No Data Needed	No Data Needed	No Data Needed	No Data Needed	No Data Needed

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of SWD making satisfactory progress as measured by the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	45%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific interventions, with progress monitoring components for students needing differentiated instruction are sometimes not in alignment.	Teachers will provide "at risk" students high quality instruction in math with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day.	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of economically disadvantaged students in making satisfactory progress as measured by the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (174)	53%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in their learning process during math instruction.	Teachers will implement the Problem Based Learning strategy to engage students in higher order thinking and real-world problem	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.

					solving.
2	Lack of integrating writing across the curriculum.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies to solve problems and problem solving in Math.	Math Coach, Classroom Teachers, Intervention Teachers, Administration.	data analysis, collaborative team planning sessions with Math Coach, walk-throughs	Rubrics to measure the quality of writing in Math ISNs, Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.
3	Specific interventions, with progress monitoring components for students needing differentiated instruction are sometimes not in alignment.	Teachers will provide "at risk" students high quality instruction in math with interventions matched to their needs through the use of specific data collection, careful scheduling and collaborative planning. The goal being to ensure a connected curriculum focus throughout the school day.	MTSS Leadership Team, Instructional Coaches, Classroom Teachers, Intervention Teachers, Administration.	Progress monitoring of the instruction and interventions.	Pre/Post Tests, CORE K-12, District Graphic Organizer. Student Work, Observations.

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
Problem Based Learning	K-5	Administration/ InstructionalCoaches	School-wide	August-December	walk-throughs, student data analysis	Math Coach, Instructional Coaches. Administration
Writing In Math	K-5	Math Coach	School-wide	January-June	walk-throughs, student data analysis	Math Coach, Instructional Coaches. Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research –Based Math program	Go Math! (updated resources)	textbook funds	$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
Coaching and Mentoring from a Math Coach	Math Coach	Title I	$60,000.00
			Subtotal: $60,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $60,500.00

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students scoring at Achievement Level 3 as measured by the 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (26)	33%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of integrating writing in science.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies.	Instructional Coaches, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the science standards and student data.	Data from CORE K-12, Interactive Student Notebooks, on-going progress monitoring data, and observations will be used as evidence.
2	Lack of student engagement in their learning process during science instruction.	Teachers will infuse hands-on inquiry activities that engage students in "I Wonder" scientific conversations where time is allowed for students to apply and test their predictions.	Instructional Coaches, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the science standards and student data.	Data from CORE K-12, Interactive Student Notebooks, on-going progress monitoring data, and observations will be used as evidence.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students scoring at or above Achievement Levels 4 and 5 as measured by the 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (4)	13%

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	Core instruction does not provide time for inquiry development.	Core instruction will include the 5E model: Engage, Explore, Explain, Elaborate, Evaluate, and include the use of IPAD Science applications.	Science Specialist, Technology Specialist, Admin.	Teachers collaborate with Science and Technology Specialists and Administration, to discuss effectiveness of strategies and student progression.	Science Pre and Post Assessments, CORE K-12, Interactive Student Notebooks
2	Lack of student engagement in their learning process during science instruction.	Teachers will infuse hands-on inquiry activities that engage students in "I Wonder" scientific conversations where time is allowed for students to apply and test their predictions.	Instructional Coaches, Classroom Teachers, administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the science standards and student data.	Data from CORE K-12, Interactive Student Notebooks, on-going progress monitoring data, and observations will be used as evidence.
3	Lack of integrating writing in science.	Students will use Interactive Student Notebooks (ISNs) to reflect and defend their thinking while using a variety of strategies.	Instructional Coaches, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the science standards and student data.	Data from CORE K-12, Interactive Student Notebooks, on-going progress monitoring data, and observations will be used as evidence.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interactive Student Notebooks based on Inquiry	K-5	Science Committee	School-wide	August and ongoing	walk-throughs, student data analysis	Science Committee, Instructional Coaches, Administration.

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

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:	By engaging students in learning experiences that achieve the goals of the standards and deepening their understanding, there will be a 10% increase in the number of students scoring 3.0 and higher as measured by the 2013 FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (74/106)	80%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of integrating writing across the curriculum.	Teachers will integrate cross-curricular writing that includes students' use of text dependent thinking using explicit evidence based upon their learning.	nstructional Coaches, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the writing standards and student data.	Interactive Student Notebooks, on-going progress monitoring writing samples, and observations will be used as evidence.
2	Lack of student engagement in their learning process during writing instruction.	Teachers will use the "Writer's Workshop" format during the writing block providing opportunities for peer and teacher conferences.	Instructional Coaches, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the writing standards and student data.	Interactive Student Notebooks, on-going progress monitoring writing samples, and observations will be used as evidence.
3	Lack of opportunities to celebrate student writing.	Student representatives from each classroom will participate in monthly Author's Celebrations.	Instructional Coaches, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines and resources are developed based upon knowledge of the writing standards and student data.	Interactive Student Notebooks, on-going progress monitoring writing samples, and observations will be used as evidence.

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:	
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
Writer's Workshop	K-5	Literacy Coach, LLT	School-wide	August and ongoing	walk-throughs, student data analysis	LLT, Instructional Coaches, Administration
CCSS Writing	K-5	Literacy Coach	School-wide	January and ongoing	walk-throughs, student data analysis	LLT, Instructional Coaches, Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IPAD Writing App. Used in Writer's Workshop	IPAD Applications	Title I	$360.00
			Subtotal: $360.00
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: $360.00

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:	By promoting families that are actively engaged, there will be a 10% overall increase in attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (628)	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
38% (265)	28%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
42% (294)	32%

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	Family work conditions, low socio economic status, transportation, parenting skills serve as barriers.	As part of the Positive Behavior Support model, attendance issues will be monitored while establishing communication with the families. An attendance incentive program will celebrate the students that have improved and maintained attendance goals.	Classroom teachers, Social Worker, Motivational Support and Attendance Committees, Admin.	By-weekly review of Attendance Data Reports	Attendance Data Reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Awards/prizes	Title I	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By having students learn in an environment that meets their needs and focuses on positive behavior/motivation there will be a 5% decrease in the number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
40% (27)	35% (20)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
40% (27)	35% (20)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
23% (16)	18% (12)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23% (16)	18% (12)
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	We have one guidance counselor to meet all classroom demands.	Cubs with Character, school- wide Positive Behavior System will be developed and implemented to promote a learning community based on positive character traits.	Guidance Counselor, Motivational Support committee, Graduation Enhancement Teacher, Behavior Specialist, Administration, classroom teachers	Guidance Counselor and Graduation Enhancement Teacher collaborate with classroom teachers and students to reinforce positive choices that are conducive for learning.	Cubs with Character names, discipline referral data
2	We have one guidance counselor to meet all classroom demands.	Guidance lessons will focus on school-wide behavioral expectations.	Guidance Counselor, Behavior Specialist, Graduation Enhancement Teacher	Guidance Counselor and Graduation Enhancement Teacher collaborate with classroom teachers and students to reinforce positive choices that are conducive for learning.	Cubs with Character names, discipline referral data

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

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

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By promoting families that are actively engaged, there will be a 5% overall increase in attendance at school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35% (225)	40%

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	Meeting the needs of all of our parents regarding time and accessibility serve as barriers.	The Instructional Coaches will provide Parent Pride Workshops, breakfasts that provide engaging and informative activities in each academic area.	Instructional Coaches, Administration.	Instructional Coaches will collaborate to determine effectiveness of Parent Pride Workshops, sign-in sheets to analyze attendance	attendance logs, parent surveys
2	meeting the needs of all of our families' needs and availability.	The Parent Teacher Organization will provide opportunities for all CHES families to be engaged in the school community through "Family Fun Nights".	Parent Teacher Organization, Administration.	Parent Teacher Organization and Administration will collaborate to determine effectiveness of Parent Pride Workshops.	Attendance logs
3	meeting the needs of all of our families' needs and availability.	"All Pro Dads" will provide opportunities and activities for dads to be engaged in the school community with their children.	Guidance Counselor, SSAP, Administration.	Guidance Counselor and SSAP will collaborate to determine effectiveness of the "All Pros Dad" program by reviewing attendance and student data	Attendance logs and surveys, student data

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To implement a program that promotes family involvement in our student's education	All Pro Dads curriculum materials and incentives	Title I	$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
Parent Pride Breakfasts	Education and Communication	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $1,000.00

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:	By engaging students in learning experiences that integrate Science, Technology, Engineering, and Math, there will be a 10% increase in the number of students meeting proficiency as measured by the 2013 FCAT Math and 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	Lack of integration of science, technology, engineering, and Math.	Teachers implement the Problem Based Learning strategy to engage students in high order thinking and real-world problem solving that integrates science, technology, and math.	Instructional Coaches, Technology and Media Specialists, Classroom Teachers, Administration.	Grade level teaching teams will participate in weekly collaborative planning sessions where instructional routines are developed that integrates science, technology, and math.	Math/Science Data, Student Work, and Observations will be used as evidence using the MTSS Problem-Solving

					Model.

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
Technology Tools and Applications that enhance classroom engagement and instruction	K-5	Technology Specialist	School-wide	November and ongoing	Walk-throughs, observations, students data analysis	Technology Specialist, Instructional Coaches, Administration

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)

As teachers collaborate best practices cross-curricular, our school grade will increase to an A. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. As teachers collaborate best practices cross-curricular, our school grade will increase to an A. Goal As teachers collaborate best practices cross-curricular, our school grade will increase to an A. Goal #1:	As teachers collaborate best practices cross-curricular, our school grade will increase to an B.
2012 Current level:	2013 Expected level:
C	B

	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	Developing a staff schedule that facilitates equal amounts of time for all staff members to meet in their grade level.	All instructional staff will participate in weekly 40 minute collaborative planning sessions to collaborate effective instructional routines and strategies.	Administration, coaches	Teachers collaborate with their peers using student data to drive their planning.	weekly planning sessions, student data and work samples, Core Reading, Math, Writing, and Science data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative Planning	K-5	Lori Wiggins, CIS district supervisor Admin. to follow through with PD	Grade Level Team Leaders, Instructional Coaches, Administration	August 1st ans 2nd and on-going PD at Leadership meetings	walk-throughs, observations, student data	Administration, Instructional Coaches

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
Collaborative Planning	Standards-driven planning	Title I (stipends)	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Collaborative Planning/Data Shares	Time for teachers to deeply analyze student data and create targeted action plans	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $2,000.00

End of As teachers collaborate best practices cross-curricular, our school grade will increase to an A. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Read for Real	Supplemental high-interest, non-fiction, research-based reading materials to add to reading intervention resources	Title I	$1,000.00
Mathematics	Research –Based Math program	Go Math! (updated resources)	textbook funds	$500.00
Parent Involvement	To implement a program that promotes family involvement in our student's education	All Pro Dads curriculum materials and incentives	Title I	$500.00
				Subtotal: $2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	IPAD Writing App. Used in Writer's Workshop	IPAD Applications	Title I	$360.00
				Subtotal: $360.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Coaching and Mentoring from a Math Coach	Math Coach	Title I	$60,000.00
As teachers collaborate best practices cross-curricular, our school grade will increase to an A.	Collaborative Planning	Standards-driven planning	Title I (stipends)	$1,000.00
				Subtotal: $61,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide staff with extra support by purchasing 4 Basic Intensive Reading Teachers.	Intensive Reading Teachers	Title I	$270,000.00
Attendance	Attendance Incentives	Awards/prizes	Title I	$300.00
Parent Involvement	Parent Pride Breakfasts	Education and Communication	Title I	$500.00
As teachers collaborate best practices cross-curricular, our school grade will increase to an A.	Collaborative Planning/Data Shares	Time for teachers to deeply analyze student data and create targeted action plans	Title I	$1,000.00
				Subtotal: $271,800.00
				Grand Total: $335,160.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁn Priority	ꞁn Focus	ꞁn Prevent	ꞁn NA

Are you a reward school: ꞁn Yes ꞁn No

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

View uploaded file (Uploaded on 9/30/2012)

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
SAC funds will support the development of high quality classroom instruction.	$2,000.00

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

SAC will meet on a monthly basis to discuss/review the progress of the SIP goals and give recommendations throughout the year.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Pasco School District
CHASCO ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	57%	88%	46%	254	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	61%	54%			115	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?	67% (YES)	61% (YES)			128	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					497	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Pasco School District
CHASCO ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	64%	75%	41%	245	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	48%	66%			114	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?	47% (NO)	73% (YES)			120	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					479	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested