

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: STANTON-WEIRSDALE ELEMENTARY SCHOOL

District Name: Marion

Principal: Brent Carson

SAC Chair: Tammy Swinehart

Superintendent: James Yancey

Date of School Board Approval:

Last Modified on: 10/17/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

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)
		Elementary			2011-2012; Principal of Stanton-Weirsdale Elementary; Grade A; Reading mastery: 55%, Math mastery: 69%, Science mastery: 48%, Writing mastery: 82%. 2010-2011; Principal of Stanton-Weirsdale Elementary; Grade A; Reading mastery: 79%, Math mastery: 82%, Science mastery: 59%, Writing mastery: 90%. All students made AYP in reading except students with Disabilities. All students made AYP in math and writing. 2009-2010: Principal of Stanton-Weirsdale Elementary; Grade C; Reading mastery: 69%, Math mastery: 76%, Science mastery: 45%, Writing mastery: 85%. White and Economically Disadvantaged students did not meet AYP in reading or math. Students with Disabilities did not make AYP in math. All students mad AYP in writing. Assistant Principal of Emerald Shores Elem.

Principal	Brent Carson	Physical Ed. (K-8); School Principal	3	8	In 2008-2009: Grade: C, Reading mastery: 73%, Math mastery: 62%, Science mastery: 38%. AYP: 85%, White, Black, Hispanic, ED and SWD did not make AYP in math. All areas made AYP in reading. 2007-2008: Grade: C, Reading mastery: 70%, Math mastery: 66%, Science mastery: 31%. AYP: 87%, Black and SWD did not make AYP in reading. Black, ED and SWD did not make AYP in math. 2006-2007 (AP at West Port Middle): Grade: A, Reading mastery: 66%, Math mastery: 61%, Science mastery: 43%. AYP: 87%, ED and SWD did not make AYP in reading. Black, ELL and SWD did not make AYP in math. 2005-2006: Grade: A, Reading mastery: 61%, Math mastery: 62%. AYP: 90%, SWD did not make AYP in reading. Black, ED and SWD did not make AYP in math. 2004-2005: Grade: B, Reading mastery: 54%, Math mastery: 60%. AYP: 80%, Black, ED and SWD did not make AYP in reading. Black, ED and SWD did not make AYP in math.
Assis Principal	Marilyn Hughes	Elementary Education (K-6); School Principal	27	13	All years at Stanton-Weirsdale Elementary 2011-2012: Assistant Principal of Stanton-Weirsdale Elementary; Grade A; Reading mastery: 55%, Math mastery: 69%, Science mastery: 48%, Writing mastery: 82%. 2010-2011; Assistant Principal of Stanton-Weirsdale Elementary; Grade A; Reading mastery: 79%, Math mastery: 82%, Science mastery: 59%, Writing mastery: 90%. All students made AYP in reading except students with Disabilities. All students made AYP in math and writing. 2009-2010: Grade C: : Reading mastery: 69%, Math mastery: 76%, Science mastery: 45%, Writing mastery: 85%. White and Economically Disadvantaged students did not meet AYP in reading or math. Students with Disabilities did not make AYP in math. All students mad AYP in writing. 2008-2009: Grade: A, Reading mastery: 80%, Math mastery: 82%, Science mastery: 48%. AYP: 92%, SWD did not make AYP in reading. SWD did not make AYP in math. The school did not meet proficiency requirement in writing. 2007-2008: Grade: B, Reading mastery: 83%, Math mastery: 86%, Science mastery: 47%. AYP: 97%, SWD did not make AYP in reading. All students made AYP in math. 2006-2007: Grade: A, Reading mastery: 81%, Math mastery: 81%, Science mastery: 46%. AYP: 100%, all students made AYP in reading and math. 2005-2006: Grade: A, Reading mastery: 70%, Math mastery: 79%. AYP: 100%, all students made AYP in reading and math. 2004-2005: Grade: A, Reading mastery: 69%, Math mastery: 74%. AYP: 100%, all students made AYP in reading and math.

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)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Each beginning teacher or new to the school teacher will be assigned a mentor teacher;	Administration; mentor teacher	June 2013	
2	2. School based inservices are provided for teachers to maintain and/or learn quality educational information, as well as collaborate with team grade members.	Administration; Reading Coach; Curriculum Resource Teacher.	June 2013	
3	3. Orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies.	Administrative Team	June 2013	
4	4. Provide school policies and procedures in written form through the School Policy Handbook and Faculty Newsletter.	Administrative Team	June 2013	

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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
32	0.0%(0)	21.9%(7)	34.4%(11)	43.8%(14)	25.0%(8)	100.0%(32)	9.4%(3)	15.6%(5)	62.5%(20)

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
Karen Strong	Kara Brady	Kara is new to the grade level and Karen is experienced.	Weekly meetings together, collaborative meetings with grade level.

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

Part A Services are provided to insure students requiring additional remediation through after-school tutoring programs. The district coordinates with Title II and Title III in insuring staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Part A- The district provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Part D- The district receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs. It also provides for technology in classrooms that will increase the instructional strategies provided to students; as well as instructional software that will enhance literacy and math skills of struggling students and early childhood students.

Title III

Part A- Services are provided through the District for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X- Homeless

The district Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The D.A.R.E. Program is available one semester of the school year for fifth graders. All students participate in the school's Learning For Life Program to teach them much about responsible behaviors.

Nutrition Programs

Nutrition/Wellness activities are provided through the district and or classroom teachers available for utilization by Physical Ed.

Housing Programs

N/A

Head Start

Stanton-Weirsdale is a selected school site that offers the Head Start Pre-Kindergarten program as well as the Voluntary Pre-Kindergarten program.

Adult Education

N/A

Career and Technical Education

Career Day is held annually to create an awareness for all students (PreK-5) about various jobs, professions, etc. Students in grades K-5 are taught lessons in these areas via the Learning for Life Program.

Job Training

N/A

Other

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/RtI Leadership Team is comprised of the members of the Instructional Improvement Team. Members and reasons for including are:

Principal, Mr. Carson- administration for final decisions
Assistant Principal of Curriculum, Mrs. Hughes- administration for final curriculum decisions
Dean, Mrs. Samuel- for input into behavior reports and recommendations
Guidance Counselor, Mrs. Wright- for processes and clarification on staffing recommendations
Classroom Teacher- Directly involved with student being discussed
Academic Coach, Mrs. Swinehart- input into reading, writing and math needs and resources
School Psychologist- for observation and testing input
Social Worker- for input and/or communication to or from parent
Behavior Specialist- for behavior and observation input
MTSS/RTI paraprofessional, Mrs. Tedder- input of testing and services
and others as needed.

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/RtI Leadership Team functions through the following process:

Step 1: Problem Recognition – The Instructional Leadership team will identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring through data analysis and other input
Step 3: Intervention Design – determine best approach to solve the problem
Step 4: Implementation of Intervention – design tactics to resolve problem
Step 5: Response to Intervention – Monitor progress and determine effectiveness

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

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

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.

The instructional leadership team has direct input into the process and implementation of the data management system for each of these levels.

Progressive Response: Identifiable positive progress has been made. The Instructional Improvement Team is able to identify the point at which targeted students have or will achieve targeted levels by use of District Benchmark Progress Monitoring Predictability Report and FCAT results. The level of students at risk lowers over time.

At-Risk Response: Progress rates show little to no movement in closing the instructional targeted level gap. Examples of data management systems: District Benchmark test results, Predictability report, Performance Matters, PMRN, FAIR, Power teach results.

Describe the plan to train staff on MTSS.

The MTSS/RtI Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources including SAT meetings and RtI paraprofessional support in graphing results and locating intervention resources: (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time. Training can occur during Inservice days.

Describe the plan to support MTSS.

Through input from the MTSS/RtI Leadership Team, data and information will be shared with the School Advisory Council to give input to the School Improvement Plan to support the needs identified.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal of Curriculum, Academic Coach, and selected teachers.

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

The team meets quarterly or as needed to address issues pertaining to literacy.

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

The team is in charge of the task or gathering and analyzing data regarding literacy in order to make adjustments to instructional approaches and to inform staff of areas of importance or concern. Areas of literacy expectation may include (but are not limited to) FCAT results, FAIR results and DBPM (District Benchmark Progress Monitoring) results.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Stagger Start is a district initiative to assist students in transitioning into local elementary schools. Small groups of Kindergarten students attending school for the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationship with students and to eliminate anxiety is the primary focus of Stagger Start. FAIR and FLKRS are tools used to determine readiness needs. Florida's Voluntary PreK and Headstart programs are currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. Information is provided for the VPK program and pre-registration of kindergarten by the guidance office. ***A Title I Four Year Old Preschool Program is currently in place at the school. The ELLM/Plus and the TERA-3 (VPK State Assessment) are administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency in reading will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (72)	32% (84)

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	1.1. Teacher commitment to keep the fidelity of the 90 minute uninterrupted reading block to include direct instruction and guided reading.	1.1. Lesson plans will reflect the use of daily direct instruction and centers to include guided reading. Classroom visits will ensure this occurs.	1.1. Administration	1.1. Record of lesson plans, as well as classroom walk-throughs and observations by administration.	1.1. Lesson Plans Observation Forms
2	1.2. Teacher dedication to data analysis and follow through with discovered weaknesses.	1.2. District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) are administered to students. Result analyzation of FCAs is used to make educational decisions within the classroom.	1.2. Administration	1.2. Using FCA data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and enrichment activities.	1.2. Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, FAIR, FCAT.
3	Lack of common planning time for opportunity to share best practices.	Block scheduling will be initiated in order to ensure weekly collaborative planning time. Administration will lead meeting to ensure data analysis and sharing of best practices occurs.	Administration	Using FCA data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used as the foundation for sharing best practices.	Minutes from grade level meetings.

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:	No alternatively assessed students scored at this level
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)	0% (0)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students achieving proficiency at a level 4 or 5 in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (91)	40% (104)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for enrichment opportunities	Teacher will provide enrichment opportunities during iii time.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans, Observation forms

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:	Students scoring at or above level 7 will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (1) There is only one student at this grade level being alternatively assessed this school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teacher dedication to data analysis and follow through with discovered strength and weaknesses.	District focus calendar directs instruction for each Standard as tested by FCAT. As outlined on the district calendar,	Administration	Using FCA data results provided by the district, administration and teachers will meet to analyze data. This data	FCAs

1	Focus Calendar Assessments (FCAs) are administered to students. Results from analysis of FCAs are used to make educational decisions within the classroom.	will be used for instructional planning and enrichment activities.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (119)	69% (129)

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	Teacher commitment to keep the fidelity of the 90 minute uninterrupted reading block to include direct instruction and guided reading.	Lesson plans will reflect the use of daily direct instruction and centers to include guided reading. Classroom visits will ensure this occurs.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans Observation Forms
2	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) are administered to students. Result analysis of FCAs is used to make educational decisions within the classroom.	Administration	Using FCA data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and remediation activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, FAIR, FCAT.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains in reading will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2) Only 2 students are alternatively tested for reading this school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Teacher dedication to data analysis and follow through with discovered weaknesses. Administration Using FCA data results provided by the district, This data will be used for instructional planning and remediation activities.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT.As outlined on the district calendar, Focus Calendar Assessments (FCAs) are administered to students.Analysis of results of FCAs is used to make educational decisions within the classroom.	Administration	Administration and grade level teachers will meet to analyze data.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, FAIR, FCAT.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students making learning gains in the lowest 25% will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (35)	80% (38)

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	Teacher commitment to keep the fidelity of iii time (Immediate Intensive Intervention) as defined by the district.	Lesson plans will reflect the use of daily iii time. Classroom visits will ensure this occurs.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans Observation Forms
2	Availability of supplemental helping programs.	After-school tutoring will be offered to students for extra academic help.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans Observation Forms

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 # The school will reduce the achievement gap in reading by 10% in 2012-2013. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	65%	69%	72%	76%	

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students not making satisfactory progress in reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (97 students)	42% (86 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher commitment to keep the fidelity of iii time (Immediate Intensive Intervention) as defined by the district.	Lesson plans will reflect the use of daily iii time. Classroom visits will ensure this occurs..	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans, Observation Forms
2	Availability of supplemental helping programs.	After-school tutoring will be offered to students for extra academic help.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans, Observation Forms

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
Data Team Meetings	School wide	Literacy Leadership Team	School wide	After each FCA and other assessments; monthly	Minutes of Data meetings;	Administration
Inservice for Literacy training	School wide	Administration	School wide	Quarterly	Online Professional Development Questionnaire forms	Administration
Training for After-school tutors	Select teachers	Administration & SES Companies	Select teachers	November 2012	Lesson Plans	Administration & SES Companies

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring Program	Sunshine State Standards Material	Title One	\$4,808.00

Subtotal: \$4,808.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training in Learning Focused Model as needed	Inservice by Academic Coach		\$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: \$4,808.00

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:		Students achieving proficiency in listening/speaking will increase by 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
40% (16)					
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	Limited resources for ELL paraprofessional to serve student.	Increase resources for ELL paraprofessional.	Administration	Administration will review Cella pre/post assessment results	Cella test

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:		Students achieving proficiency in reading will increase by 2%.			
2012 Current Percent of Students Proficient in reading:					
28% (11)					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources for ELL paraprofessional to serve student.	Increase resources for ELL paraprofessional.	Administration	Administration will review Cella pre/post assessment results	Cella test

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students achieving proficiency in writing will increase by 2%.
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2012 Current Percent of Students Proficient in writing:

35% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources for ELL paraprofessional to serve student.	Increase resources for ELL paraprofessional.	Administration	Administration will review Cella pre/post assessment results	Cella test

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency in mathematics at Achievement level 3 will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (95)	41% (107)

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	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) are administered to students. Result analysis of FCAs is used to make educational decisions within the classroom.	Administration	Using FCA data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and enrichment activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics assessments, FCAT.
2	Teacher commitment to embrace the Acaletics strategies with fidelity.	Implement Acaletic strategies in direct mathematical instruction. These strategies are research-based and proven to improve student performance on Next Generation Sunshine State Standards.	Administration and Resource Teacher	Classroom observation and lesson plan review to look for evidence of teacher implementation of these strategies. Also data analysis of student performance on Acaletics Assessments, FCAs, DBPM, and FCAT.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics assessments, FCAT.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	No students alternatively assessed in math scored at this level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Student achieving proficiency in mathematics at a level 4 or 5 will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (106)	45% (118)

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	Limited time for enrichment strategies.	Administration will ensure time for enrichment/remediation through block scheduling.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans Observation Forms

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:	Students alternatively assessed in math achieving at or above level 7 will remain at 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (1) Only one students will be alternatively assessed in math this school year.

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	Teacher dedication to data analysis and follow through with discovered strengths and weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) and Acaletics Assessments are administered to students. Analyzed results of FCAs and Acaletics	Administration	Using FCA and Acaletics Assessment data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and remediation activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics assessments, FCAT

	assessments are used to make educational decisions within the classroom.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students achieving learning gains in mathematics will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (133)	76% (143)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) and Acaletics Assessments are administered to students. Result analyzation of FCAs and Acaletics assessments is used to make educational decisions within the classroom.	Administration	Using FCA and Acaletics Assessment data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and remediation activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics assessments, FCAT.
2	Teacher commitment to embrace the Acaletics strategies with fidelity.	Implement Acaletics strategies in direct mathematical instruction. These strategies are research-based and proven to improve student performance on Sunshine State Standards.	Administration and Resource Teacher	Classroom observation and lesson plan review to look for evidence of teacher implementation of these strategies. Also data analysis of student performance on Acaletics Assessments, FCAs, DBPM, and FCAT.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics assessments, FCAT.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students alternatively assessed in math making learning gains will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (1) Only one student will be alternatively assessed in math this school year.

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	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) and Acaletics Assessments are administered to students. Result analyzation of FCAs and Acaletics assessments is used to make educational decisions within the classroom.	Administration	Using FCA and Acaletics Assessment data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and remediation activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics assessments, FCAT

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Student in the lowest 25% making learning gains will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (36)	81% (38)

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	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) and Acaletics Assessments are administered to students. Result analyzation of FCAs and Acaletics assessments is used to make educational decisions within the classroom.	Administration	Using FCA and Acaletics Assessment data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and remediation activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics Assessments, FCAT.
2	Limited time for remediation.	Administration will ensure time for remediation through block scheduling.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans Observation Forms
3	Availability of supplemental helping programs.	After-school tutoring will be offered to students for extra academic help.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans Observation Forms

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 # The school will reduce the achievement gap in math by 3% in 2012-2013. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically disadvantaged students not making satisfactory progress in mathematics will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (77 students)	33% (37 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) and Acaletics Assessments are administered to students. Result analyzation of FCAs and Acaletics assessments is used to make educational decisions within the classroom.	Administration	Using FCA and Acaletics Assessment data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and remediation activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, Acaletics Assessments, FCAT.
2	Availability of supplemental helping programs.	After-school tutoring will be offered to students for extra academic help.	Administration	Record of lesson plans, as well as classroom walk-throughs and observations by administration.	Lesson Plans, Observation Forms

or PD Activity

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

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

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Students at achievement level 3 in science will increase by at least 5%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (30)		35% (35)			
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	Teacher dedication to data analysis and follow through with discovered weaknesses.	District focus calendar directs instruction for each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, Focus Calendar Assessments (FCAs) are administered to students. Result analysis of FCAs is used to make educational decisions within the classroom.	Administration	Using FCA data results provided by the district, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and enrichment activities.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, FCAT.
2	Teacher commitment to embrace, utilize and expand upon the "Science Simplified" district science kits to provide students hands-on experiences prior to FCAT.	Implement "Science Simplified" strategies during science instruction. These strategies are research-based and proven to improve student performance on Sunshine State Standards.	Administration and Science Lead Teacher	Classroom observation and lesson plan review to look for evidence of teacher implementation of these strategies. Also data analysis of student performance on FCAs, DBPM, and FCAT.	Focus Calendar Assessments, District Benchmark Progress Monitoring Assessments, FCAT
3	Lack of hands-on equipment for science labs and activities.	Administration working with community donors to increase science lab equipment and materials.	Administration	Classroom observation and lesson plan review to look for evidence of teacher implementation of science labs.	Lesson Plans and administration walk throughs.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students achieving at or above level 4 in science will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (18)	23% (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	Lack of hands-on equipment for science labs and activities.	Administration working with community donors to increase science lab equipment and materials.	Administration	Classroom observation and lesson plan review to look for evidence of teacher implementation of science labs.	Lesson Plans and administrative walk throughs.
2	Lack of enrichment opportunities for students.	Teachers will create enrichment science labs.	Administration	Classroom observation and lesson plan review to look for evidence of teacher implementation of science labs.	Lesson Plans and administrative walk throughs.

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:	Students alternatively assessed in Science scoring at or above level 7 in science will remain 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hands-on equipment for science labs and activities.	Administration working with community donors to increase science lab equipment and materials.	Administration	Classroom observation and lesson plan review to look for evidence of teacher implementation of science labs.	Lesson Plans and administrative walk throughs.

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
Grade level meetings held regularly giving educators the opportunity to share best practices and information learned from inservices	3-5 Grade Levels	Science Lead Teachers and select teachers	Science Lead Teachers and select teachers	Monthly	Minutes of meetings	Administration

with their peers.						
Data Team Meetings	3-5 Grade Levels	Leadership Team	Science Lead Teachers, select teachers, Leadership Team member	After each FCA and other assessments	Minutes of Data meetings; Leadership Team member attendance	Administration
District inservices for Science Strategies	3-5 Grade Levels	District team	All 3-5 grade level classroom teachers and lead teachers	As scheduled by the district	Inservice attendance log	Administration & District

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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:		Students achieving at level 3 or higher in writing will increase by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
81% (68)		83% (70)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teacher dedication to data analysis and follow	District focus calendar directs instruction for	Administration	Using District Demand Writing Assessments	District Demand Writing

1	through with discovered weaknesses.	each Sunshine State Standard as tested by FCAT. As outlined on the district calendar, District Demand Writing Assessments are administered to students. Result analysis of District Demand Writing Assessments is used to make educational decisions within the classroom.		data results, administration and grade level teachers will meet to analyze data. This data will be used for instructional planning and enrichment activities.	Assessments and FCAT Writing Test
2	Teacher dedication to incorporating instruction in the writing process weekly.	All teachers will incorporate instruction on the writing process on a weekly basis.	Administration and Curriculum Resource Teacher	Student progress will be monitored for improvement after each District Demand Writing Assessment	District Demand Writing Assessments and FCAT Writing Test
3	Teacher dedication to incorporation of the Write from the Beginning program into daily writing.	All teachers will incorporate instruction on writing using the Write from the Beginning program.	Administration and Curriculum Resource Teacher	Student progress will be monitored for improvement after each District Demand Writing Assessment	District Demand Writing Assessments and FCAT Writing Test

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:	Students alternatively assessed in writing scoring at 4 or higher will remain 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	0% (0) There are no fourth graders being alternatively assessed in writing this school year.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

grades K-5 will receive support in "Write from the Beginning" writing program	Kindergarten through fifth grade/ Writing	Academic Coach	Kindergarten through fifth grade teachers	Quarterly	Teacher's lesson plans will show use of Write from the Beginning strategies and observations from administration	Administration, Academic Coach
Grade level meetings held regularly giving educators the opportunity to share best practices and information learned from inservices with their peers.	School wide	Grade Level chairperson, Academic Coach	All Teachers	Monthly	Minutes of meeting	Administration

Writing Budget:

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

End of Writing Goals

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:	School-wide student attendance will increase by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (502 students)	96% (512 students)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
48% (240 students)	46% (230 students)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10% (51 students)	8% (40 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent dedication to consistent student attendance	A District provided automated phone calling system is utilized to notify parents when their child is absent. A report is generated for any out of service numbers, which helps the school follow up on receiving active phone numbers.	IPC (Input Processing Clerk) and administration	The attendance rate from the previous year will be compared to the current year.	Attendance rate as documented in the District data base.
2	Parent dedication to consistent student attendance	Students with attendance issues will be addressed through the Student Assistance Team meetings as part of the MTSS/RtI process.	Administrative Team, guidance counselor, and IPC.	The attendance rate from the previous year will be compared to the current year.	Attendance rate as documented in the District data base.

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
MTSS/RtI training	School wide	Administrative Team, guidance counselor, and IPC. School wide	All teachers	November 2012	Administration will monitor MTSS/RtI training and meetings with staff and MTSS/RtI team.	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal # 1:		The total number of students being suspended will decrease by at least 1%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
2		1			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
>1% (2 students)		>1% (1 student)			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
41		35			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
8% (41 students)		7% (35 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The absence of corporal punishment	Educate parents on communication skills with students and how to be proactive.	Dean of Discipline, Administration, Guidance Counselor	Dean will have direct contact with identified students and parents to check on	County suspension report run monthly.

communication progress.

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
School Wide Expectations of student behavior	All grades/ Discipline	Dean of Discipline	School wide	Early release dates	Teachers will display School Wide Expectation posters and review daily	Dean of Discipline
Student Behavior Plan	All grades/ Discipline	Dean of Discipline	School wide	Early release dates	Teachers will create and communicate behavior expectations and establish discipline plan for the classroom environment. Reviewed daily.	Dean of Discipline

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The number of parents attending school functions will increase from last year by at least 5%.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
70% (360)	75% (386)				
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	Limited communication of events and activities	Increase notifications through newsletters, flyers, and automated phone system.	Administration	Through sign-in and evaluation sheets, a comparison of attendance from prior year can be made.	Sign-in and evaluation sheets.

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
Parent Communication	All Grades	Administration	All grade levels	School Inservice Days & Faculty meetings	Administration will monitor effectiveness of parent conferences through conference logs.	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Families Building Better Readers Night & other parent involvement programs	State Standards materials & Literacy Books	Title One	\$676.00
			Subtotal: \$676.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Dinner for programs	Food suppliers	Title One	\$1,536.00
Student/Parent/Teacher Contract	Woods Printing	Title One	\$95.00
Student Calendar Handbook	Ocala Copy	Title ONE	\$770.00
			Subtotal: \$2,401.00
			Grand Total: \$3,077.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring Program	Sunshine State Standards Material	Title One	\$4,808.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	Families Building Better Readers Night & other parent involvement programs	State Standards materials & Literacy Books	Title One	\$676.00
				Subtotal: \$5,484.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training in Learning Focused Model as needed	Inservice by Academic Coach		\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Dinner for programs	Food suppliers	Title One	\$1,536.00
Parent Involvement	Student/Parent/Teacher Contract	Woods Printing	Title One	\$95.00
Parent Involvement	Student Calendar Handbook	Ocala Copy	Title ONE	\$770.00
				Subtotal: \$2,401.00
				Grand Total: \$7,885.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/24/2012)

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
Student incentives for attendance, honor roll, student of the month, and other achievements.	\$0.00

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

The School Advisory Council will meet at least four times yearly and is established to assist in the preparation and evaluation of the School Improvement Plan (SIP) in order to achieve the state education goals and student performance standards. It also assists in the preparation of the school's annual budget and authorizes expenditure of lottery funds provided to implement the SIP. "The School Advisory Council shall be the sole body responsible for final decision-making at Stanton-Weirsdale Elementary School relating to implementation of the provisions of 1008.345 and 1001.452."

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Marion School District STANTON-WEIRSDALE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	82%	90%	59%	310	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	69%	69%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	72% (YES)			132	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					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District STANTON-WEIRSDALE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	76%	85%	45%	275	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	52%	51%			103	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?	46% (NO)	49% (NO)			95	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					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested