

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ALTA VISTA ELEMENTARY SCHOOL

District Name: Polk

Principal: Deneece Dudeck

SAC Chair: Sandra Gamez

Superintendent: Dr. Sherrie Nickell

Date of School Board Approval:

Last Modified on: 10/8/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Alta Vista Elementary: Principal 2011-12 Grade B Reading Mastery: 40% Math mastery: 47% Science Mastery: 33 % Writing 89% Increased overall Learning Gains in reading by 19% to 73% from 54%. Increased overall Learning Gains in math by 30% to 72% from 42%. Increased Learning Gains for bottom 25% in reading by 33% to 86% from 53%. Increased Learning Gains for bottom 25% in math by 11% to 67% from 56%. AMO -100% of students tested who were present for both FTE Surveys will achieve Learning Gains as reported by the DSS from FCAT 2.0. 2010-11 Grade D Reading Mastery: 50% Math mastery: 59% Science Mastery: 26 % Writing 90%

Principal	Deneece Dudeck	Masters Educational Leadership BS Elementary Education Certifications Include: 1-6 Elementary Education ESOL Certified Elementary Education Leadership	6	6	<p>AYP: 72% met did not make AYP for Total, Black, Hispanic, and Economically Disadvantaged and English Language Learners in Reading and in Math.</p> <p>Assistant Principal: 2009-10 Grade C Reading Mastery: 52% Math mastery: 64% Science Mastery: 17% Writing 80% AYP: 90 % met did not make AYP for Black, Hispanic, and Economically Disadvantaged in Reading. 2008-09 Grade C Reading Mastery: 50% Math mastery: 55% Science Mastery: 11%. AYP: 95% met, did not make AYP in white both reading and math. 2007-08 Grade D Reading Mastery: 39% Math mastery: 50% Science Mastery: 11%. AYP: 72% met did not make AYP in Total, Black, Hispanic, Econ Disadv, ELL both reading and math. 2006-07 Grade: B Reading Mastery: 50% Math mastery: 63% Science Mastery: 21% AYP: 85% met, did not make AYP in Black, Hispanic, Economically Disadvantaged, English Language Learners for Reading. English Language Learners for Math.</p>
Assis Principal	Crystal Richardson	<p>Doctorate Organizational Leadership Masters Educational Leadership Certifications Include: K-5 Elementary Education 6-12 Sociology Athletic Coaching</p> <p>Educational Leadership</p>	1	7	<p>Alta Vista Elementary: 2011-12 Grade B Reading Mastery: 40% Math mastery: 47% Science Mastery: 33 % Writing 89% Increased overall Learning Gains in reading by 19% to 73% from 54%. Increased overall Learning Gains in math by 30% to 72% from 42%. Increased Learning Gains for bottom 25% in reading by 33% to 86% from 53%. Increased Learning Gains for bottom 25% in math by 11% to 67% from 56%. AMO -100% of students tested who were present for both FTE Surveys will achieve Learning Gains as reported by the DSS from FCAT 2.0. 2010-11 Grade D Reading Mastery: 50% Math mastery: 59% Science Mastery: 26 % Writing 90% AYP: 72% met did not make AYP for Total, Black, Hispanic, and Economically Disadvantaged and English Language Learners in Reading and in Math.</p> <p>Bethune Academy: 2008-09 School Grade B Reading Mastery: 77% Math mastery: 84% Science Mastery: 59% Writing Mastery: 78% AYP: -95 % met, did not make AYP for Black and Economically Disadvantaged students in Reading.</p> <p>Bethune Academy : 2008-09 School Grade A Reading Mastery: 81% Math mastery: 75% Science Mastery: 62% Writing Mastery: 91% AYP: - 97% met, did not make AYP in Math, Economically Disadvantaged.</p> <p>Bethune Academy : 2007-08 School Grade A Reading Mastery: 76% Math mastery: 68% Science Mastery: ??% Writing Mastery: 95% AYP: 97% met, did not make AYP in Black Males (subgroup), Math. Bethune Academy :</p>

2006-07 School Grade A  
 Reading Mastery: 81%  
 Math mastery: 77%  
 Science Mastery: %  
 Writing Mastery: 94%  
 AYP: 100% met,

## 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)
Writing Resource	Karen Richardson	BS Elementary Ed Certification: Elementary Ed 1-6	4		2011-12 Grade B Reading Mastery: 40% Math mastery: 47% Science Mastery: 33 % Writing 89% Increased overall Learning Gains in reading by 19% to 73% from 54%. Increased overall Learning Gains in math by 30% to 72% from 42%. Increased Learning Gains for bottom 25% in reading by 33% to 86% from 53%. Increased Learning Gains for bottom 25% in math by 11% to 67% from 56%. AMO -100% of students tested who were present for both FTE Surveys will achieve Learning Gains as reported by the DSS from FCAT 2.0.
LFS Facilitator	Sandra Gamez	BS Accounting Certification: K-6	6	3	2011-12 Grade B Reading Mastery: 40% Math mastery: 47% Science Mastery: 33 % Writing 89% Increased overall Learning Gains in reading by 19% to 73% from 54%. Increased overall Learning Gains in math by 30% to 72% from 42%. Increased Learning Gains for bottom 25% in reading by 33% to 86% from 53%. Increased Learning Gains for bottom 25% in math by 11% to 67% from 56%. AMO -100% of students tested who were present for both FTE Surveys will achieve Learning Gains as reported by the DSS from FCAT 2.0. 2010-11 Grade D Reading Mastery: 50% Math mastery: 59% AYP: 72% met 54% of students made a year's worth of progress in Reading 53% of struggling students made a year's worth of progress in Reading 42% of students made a year's worth of progress in Math 56% of struggling students made a year's worth of progress in Math did not make AYP for Total, Black, Hispanic, and Economically Disadvantaged and English Language Learners in Reading and in Math. 2009-10 Grade C 64% of students at or above grade level in math % of students at or above grade level in math 63% of students making a year's worth of progress in math % of students making a year's worth of progress in math 61% of struggling students making a year's worth of progress in math All subgroups made AYP in math. % of struggling students making a year's worth of progress in math ?? subgroups, with the exception

					of white, made AYP in math. 2008-09 Grade C 55% of students at or above grade level in math 63% of students making a year's worth of progress in math 56% of struggling students making a year's worth of progress in math All subgroups, with the exception of white, made AYP in math.
Science AIF	James Bracey	B.A. in Business Management M.S. in Teaching and Learning Ed.S. in Educational Leadership	1	1	2011-12 Grade B Reading Mastery: 40% Math mastery: 47% Science Mastery: 33 % Writing 89% Increased overall Learning Gains in reading by 19% to 73% from 54%. Increased overall Learning Gains in math by 30% to 72% from 42%. Increased Learning Gains for bottom 25% in reading by 33% to 86% from 53%. Increased Learning Gains for bottom 25% in math by 11% to 67% from 56%. AMO -100% of students tested who were present for both FTE Surveys will achieve Learning Gains as reported by the DSS from FCAT 2.0.
Teacher Trainer	Rodrick Gray	Bachelors Degree: Elementary Education (K-6) Minor or certified to teach Spanish and Language Arts Master's Degree: Education Administration ESOL endorsed.			Not Applicable

## 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	Professional Learning Communities	Principal	On Going	
2	Common planning time for grade levels.	Principal	On Going	
3	Book studies to build knowledge and morale.	Admin, LFS Coach, Teacher Trainer, AIF	On Going	
4	Vertical teaming to facilitate collaboration among grade levels	Admin, LFS Coach, Teacher Trainer, AIF	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
All staff are in field and highly effective	Not Applicable

## 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
42	21.4%(9)	57.1%(24)	16.7%(7)	4.8%(2)	16.7%(7)	100.0%(42)	4.8%(2)	2.4%(1)	50.0%(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
Diane Hill Sandra Gamez James Bracey Rodrick Gray	New Teachers Rincon Upton Nunez	Content Knowledge Professional Development	Assistance with: Curriculum Development Classroom Management Parent/Teacher conferences Elegrade/Progress Monitoring
Leadership Team (Principal, Assistant Principal, LFS Coach, Teacher Trainer, Science AIF, Media Specialist, Program Facilitator)	Struggling Teachers	Experience	Assistance with: Curriculum Development Classroom Management Parent/Teacher conferences Elegrade/Progress Monitoring

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Title I, Part A, funds school-wide services to Alta Vista Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

#### Title I, Part C- Migrant

Migrant students enrolled in Alta Vista Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title I, Part D

Not applicable

#### Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Professional development resources are available to Title 1 schools through Title II funds. At Alta Vista these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development

#### Title III

Not applicable

Title X- Homeless

Not applicable

Supplemental Academic Instruction (SAI)

Not applicable

Violence Prevention Programs

Not applicable

Nutrition Programs

Not applicable

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

Other

Not applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

ALL MEMBERS WILL MAINTAIN THE CONFIDENTIALITY OF THE INFORMATION SHARED IN THE LEADERSHIP TEAM MEETINGS.

**Principal: (Required Member)** The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RtI; ensures that the school-based team is implementing MTSS/RtI; conducts assessment of MTSS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS/RtI implementation; develops a culture of expectation with the school staff for the implementation of MTSS/RtI schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS/RtI plans and activities.

**Assistant Principal:** Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS/RtI, further assists the principal in the assessment of MTSS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS/RtI plans and activities.

**Selected General Education Teachers: (Recommend at least one Primary Teacher and one Intermediate Teacher)** – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

**Academic Intervention Facilitator:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical

evaluation; assists in facilitation data-based decision making activities.

MTSS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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 will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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 met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

#### MTSS Implementation

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

Tier 1 Academics: We will use Discovery for Reading, Math, and Third, Fourth, and Fifth Grade Science, resource created prompts for writing as well as end of the unit tests and STAR. Tier 2 Academics: We will use the results of Fountnas and Pinell, Extended Reading Passages, Oral Reading Fluency for Reading, along with math facts computation and Wylies Warm up for Math, in addition to all of the data sources for Tier 1. Tier 3 Academics: We will gather information from Tier 1 and 2 evaluations as well as include Odyssey Specific Skill Assessment and Discovery Targeted Diagnostics. IDEAs and Progress Reports will be used to retrieve data and Excel will be used for summary purposes as needed.

Tier 1 Behavior: The initial data source will be from the Clipboard Check-Off Sheets provided by the teacher and PBS Behavior Charts. Tier 2 Behavior: In addition to the Tier 1 data, the teacher will complete a behavioral tracking tool; a Behavior Contract will be developed for the student. Tier 3 Behavior: All information from Tier 1 and Tier 2 will be utilized, additionally the teacher will begin implementation of a Behavior Intervention Plan. The progressive documentation will included: Teacher Clipboard, Teacher Notes, Referrals, Behavior Intervention Plan.

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS/RtI Overview will be provided in mid-August/September. The District has other mini-modules that will be provided throughout the year for Guidance and PBS/RTI members.

The MTSS/RtI Leadership Team will evaluate additional staff Professional development needs during the monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

Guidance Counselor and Admin Team conducts grade level meetings two times a month to support teachers' understanding of MTSS/RTI to support and provide professional development. Teacher Trainer, Guidance Counselor and Admin Team develop professional development to support teachers with classroom management. Tier 2 meetings are held weekly with Admin Team, Guidance Counselor, Teacher Trainer and LEA Facilitator to problem solve student deficiencies academically, behaviorally and/or attendance.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, AIF, LFS Coach, Teacher Trainer, 1 teacher from each grade level and the Media Specialist

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

The team meets monthly to review data, identify target, enrichment, and intensive students, discuss curriculum, review instructional strategies and refine/adjust as indicated.

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

To ensure curriculum is aligned to the Next Generation Sunshine State Standards and to meet the rigor and relevance of FCAT 2.0. Incorporate High Yield Strategies across content such as summarizing, extended thinking, vocabulary development, cooperative learning, and writing in the content area.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/3/2012)

## \*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.

Alta Vista houses 3 pre-school sites with one 8x8 and two ESE units. Pre K students are continuously progress monitored and work within each one of the Individual Educational Plans (IEP). All Preschool teachers complete a data analysis sheet, on each student, to administration to describe specific skills and knowledge as well as the ability to form meaningful relationships. Those with low readiness receive intensive intervention with Speech and Language program plus assistance from local programs such as Head Start. In April, Pre K parents are encouraged to attend a Kindergarten Round-Up. Parents with their children are able to tour Kindergarten classrooms and meet teachers. Pre K parents are also given an orientation to assist in the transition by going over state mandates, district expectations, and Next Generation Sunshine State Standards. Within the first 20 days of Kindergarten, students receive FLKRS, IDEL, and On-Going Assessments to measure academic and physical capabilities. After receiving data PreK and Kindergarten teachers meet to discuss strengths and weaknesses of the students. These results assist PreK teachers in a needs assessment of last year's outcomes. It also gives Kindergarten teachers a foundation of the student's academic knowledge. Funding for the Pre-K program comes entirely from the District budget.

## \*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:	57% (182) (of the students tested will receive a Level 3 in Reading as indicated in the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (81) of the students tested received a level 3 in reading on the 2012 FCAT.	57% (182) (of the students tested will receive a Level 3 in Reading as indicated in the School Grades Report.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with higher order questioning and complex text.	Teachers will increase the use of expository text from 50% to 80% using online material by focusing on the use of Higher Order Thinking Strategies through writing to summarize, extended thinking lessons, and the use of HOT questions. (70% of questions posed will be HOT.)	Administration, School Leadership Team, Teachers	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Many teachers lack knowledge of high yield instructional strategies specific to their discipline or grade level which will increase student achievement.	Professional development provided in the areas of how to write HOT questions, writing to summarize in the content area and how to determine text complexity.	1.Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators/Teachers/PLCs 3. Principal, AP/C/A, Instructional Facilitators/Teachers/bi-weekly PLCs 4. Principal, AP/C/A, Instructional Facilitators/Teachers/PLCs  Simultaneous: 5.Principal, AP/C/A 6.School Leadership Team	1.Administer Formative assessments 2.Data Day Chats 3.Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4.Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5.Daily classroom walk-throughs (3-5') Informal observations (10-25') Formal observations (30 or more) 6.2 Live Meetings 1st Progress Monitoring and Mid-Year)	1. Discovery Assessments 2.Initial creation of MTSS Tier matrix of grade level scores by subject. 3.Common Assessments (Teacher made by grade level and subject) 4.Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject 3 times within a school year. Simultaneous: Aggregated data by teacher, grade level, and subject area 6.Questions for Progress Monitoring

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	29% (93) of the students tested will receive a Level 4 or higher in Reading as indicated in the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (70) of the students tested in 2012 received a Level 4 or higher in Reading as indicated in the School Grades Report.	29% (93) of the students tested will receive a Level 4 or higher in Reading as indicated in the School Grades Report.

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	Inconsistent or lack of connecting content to real world application.	Build a real world connection by integrating all curriculum content, when possible, through the use of problem solving, extended thinking strategies, and online virtual acceleration.  Initial CISM training for 4th and 5th grade teachers.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, FCAT 2.0
2	Student assignments lack rigor	Webb's Depth of Knowledge Quad 4 will be used in all instructional strategies, stem questions, and assignments.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, FCAT 2.0

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:	
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Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:			100% (320) of the students tested will show Learning Gains indicated in the School Grades Report.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In grades 3-5, 73% of the students tested showed Learning Gains 2012 administration of the FCAT Reading test.			100% (320) of the students tested will show Learning Gains indicated in the School Grades Report.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading and writing below grade level due to vocabulary development.	Vocabulary development taught through the use of Word Walls, Making Words, Marzano's 6 Steps, and writing to summarize.  Visual aids and consistent use of Florida's Common Language of Instruction by all staff to increase foundational principals and practices through the Common Core and NGSSS.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, review of student work
2	Students may not be motivated to read.	Provide multilevel, high interest text, with a visible reward system through AR and 100 Book Challenge.	Administration, School Leadership Team, Classroom Teacher	Review of Lesson Plans, AR Points and 100 Book Challenge Student Records	AR Points and 100 Book Challenge Student Records, Discovery

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	

reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	100% of the students in the Lowest 25% will show Learning Gains indicated in the 2013 School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% of the students in the Lowest 25% showed Learning Gains indicated in the 2012 School Grades Report.	100% of the students in the Lowest 25% will show Learning Gains indicated in the 2013 School Grades Report.

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	Student's lack of understanding and comprehension skills when reading text due to limited language acquisition.	Teachers will provide extensive opportunities for students to show, tell, explain and prove their answers using cooperative learning, Every Pupil Response and writing to summarize.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Students not making learning gains may need additional time to learn.	Differentiated instruction will be used through an analysis of performance data to place students into guided reading groups, tutorial instruction, Intensive Instruction, and Extended Learning, tutoring before/after school will also be provided.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing.

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 2017 67% of the students tested will receive a Level 3 or higher in Reading on the PARCC.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	45	51	56	62	

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:	In grades 3-5 , the percentage of the students scoring a Level 3 or higher on the 2013 FCAT Reading Test as evidenced by the School Grade Report will be: Black: 39% Hispanic: 51% White: 72%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, Black:29% Hispanic: 41% White: 62% students achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 3-5 , the percentage of the students scoring a Level 3 or higher on the 2013 FCAT Reading Test as evidenced by the School Grade Report will be: Black: 39% Hispanic: 51% White: 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	Students entering 3rd grade are reading and comprehending below grade level.	Instructional practices will connect the Lesson Essential Question to prior knowledge, cultural relevance, and checking for understanding using Every Pupil Response. The use of Leveled Literacy Intervention Program in grades K-2 and the United Way ReadingPals program in Pre K - Kindergarten will also be incorporated.	Title 1, Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Students not making learning gains may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school, 30 minutes SSR time, use of FCAT Explorer/Odyssey and reading zones throughout school.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing, Cause Data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	In grades 3-5 , 45% of the English Language Learner students will score a Level 3 or higher on the 2013 FCAT Reading Test as evidenced by the School Grade Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 35% of students of the English Language Learners made Learning Gains on the 2012 administration of the FCAT Reading Test.

In grades 3-5, 45% of the English Language Learner students will score a Level 3 or higher on the 2013 FCAT Reading Test as evidenced by the School Grade Report.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited incoming vocabulary and experience with word attack (reading) and word usage (writing).	Vocabulary will be explicitly and pervasively instructed using Marzano's 6 Steps throughout the content areas. Word Walls, Making Words, and cooperative learning strategies will be used to develop oral and written language.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Students not making learning gains may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school, 30 minutes SSR time, use of FCAT Explorer/Odyssey and reading zones throughout school.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing.

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, there will be a 50% of the Economically Disadvantaged students will score a Level 3 or higher on the 2013 FCAT Reading Test as evidenced by the School Grade Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 40% of the Economically Disadvantaged students achieved mastery on the 2012 administration of the FCAT Reading Test.

In grades 3-5, there will be a 50% of the Economically Disadvantaged students will score a Level 3 or higher on the 2013 FCAT Reading Test as evidenced by the School Grade Report.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of prior knowledge.	Teachers will extensively use graphic organizers to structure learning, create activators to build on prior knowledge, and provide connections to content through visual aids, realia, etc.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Students not making learning gains may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school, 30 minutes SSR time, use of FCAT Explorer/Odyssey and reading zones throughout school.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing.

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
Use of High Yield Strategies	All grades, all teachers	Admin	All classroom teachers	On Going during Tuesday and Thursdays grade level common planning time.	Classroom Observation, Review of Plans	Admin
Writing HOT Questions	All grades, all teachers	Admin	All classroom teachers	On Going during Tuesday and Thursdays grade level common planning time.	Classroom Observation, Review of Plans	Admin
Writing in the Content Area	All grades, all teachers	Admin, Writing Resource	All classroom teachers	On Going during Tuesday and Thursdays grade level common planning time.	Classroom Observation, Review of Plans	Admin, Writing Resource
Determining Text Complexity	All grades, all teachers	District Personnel	All classroom teachers	On Going during Tuesday and Thursdays grade level common planning time.	Classroom Observation, Review of Plans	Admin
Making Words	All grades, all teachers	Admin	All classroom teachers	Tuesday and Thursdays during grade level common planning time in September.	Classroom Observation, Review of Plans	Admin
Word Walls	All grades, all teachers	Admin	All classroom teachers	Tuesday and Thursdays during grade level common planning time in October.	Classroom Observation, Review of Plans	Admin
				On Going during		



Writing to Summarize	All grades, all teachers	Admin	All classroom teachers	Tuesday and Thursdays grade level common planning time.	Classroom Observation, Review of Plans	Admin
Effective Use of 100 Book Challenge	Fourth Grade Teachers	American Reading Specialist	Fourth Grade Teachers, Language Arts Resource	September 12, 2012	Classroom Observation, Review of Plans	Admin

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a variety of books to increase student interest in reading	100 Book Challenge	Title 1	\$11,400.00
Increase student vocabulary, phonemic awareness, phonics, and language awareness.	Making Words	Title 1	\$500.00
			Subtotal: \$11,900.00
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
Support for A/R Program and Media Specialist	Media Para	Title 1	\$38,820.00
After School Tutoring	Teacher Pay and Busing	Title 1	\$11,650.00
Title 1 Compliance	Program Facilitator	Title 1	\$58,123.00
			Subtotal: \$108,593.00
			Grand Total: \$120,493.00

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:	In grades K-5 48% (174) of the students tested will be proficient in Listening Speaking as indicated by the 2013 Florida Comprehensive English Language Learning Assessment Report.
2012 Current Percent of Students Proficient in listening/speaking:	
45% (164) of the students tested Spring 2012 were proficient in Listening Speaking as indicated by the Florida Comprehensive English Language Learning Assessment Report.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited incoming vocabulary and knowledge of the English language.	Vocabulary will be explicitly and pervasively instructed using Marzano's 6 Steps throughout the content areas. Word Walls, Making Words, and collaborative structures will be used to develop oral language.	Administration, School Leadership Team	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Students with limited incoming vocabulary may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school, 30 minutes SSR time, use of FCAT Explorer/Odyssey and reading zones throughout school.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing.

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:

In grades K-5, 32% (115) of the students tested will be proficient in Reading as indicated by the 2013 Florida Comprehensive English Language Learning Assessment Report.

2012 Current Percent of Students Proficient in reading:

In grades K-5, 29% (105) of the students tested Spring 2012 were proficient in Reading as indicated by the Florida Comprehensive English Language Learning Assessment Report.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack oral reading fluency and comprehension strategies.	Teachers will pervasively use guided instruction with skill focus, modeled Think Alouds, and fluency practice throughout the content areas.	Administration, School Leadership Team	Review data from classroom tests, Discovery testing and FCAT Scores	Teacher Evaluation System, Discovery
2	Students with limited incoming vocabulary may need additional time to learn.	Distribute ESOL Reading Back Packs and Summer Totes Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school, 30 minutes SSR time, use of FCAT Explorer/Odyssey and reading zones throughout school.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing.

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

3. Students scoring proficient in writing.

In grades K-5, 34% (121) of the students tested will be proficient in Writing as indicated by the 2013 Florida

CELLA Goal #3: Comprehensive English Language Learning Assessment Report.

2012 Current Percent of Students Proficient in writing:

In grades K-5, 31% (111) of the students tested Spring 2012 were proficient in Writing as indicated by the Florida Comprehensive English Language Learning Assessment Report.

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 grammar development and vocabulary.	Teachers will use Word Walls and FCIM Conventions to develop vocabulary and grammar. Writing will be used frequently to respond to new learning through summarizations, journals and graphic organizers.	Teacher	Observation of student application of vocabulary words from both direct instruction as well as words introduced using technology as evidenced in student writing	Formal and informal vocabulary assessments, writing samples
2	Students with limited incoming vocabulary may need additional time to learn.	Distribute ESOL Reading Back Packs and Summer Totes Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school, 30 minutes SSR time, use of FCAT Explorer/Odyssey and reading zones throughout school.	Administration, School Leadership Team	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, Pre/Post testing.

CELLA 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
N/A			\$0.00
			Subtotal: \$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:	58% (186) of the students tested will receive a Level 3 in Math as indicated in the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(104) of the students tested received a level 3 in math on the 2012 FCAT.	58% (186) of the students tested will receive a Level 3 in Math as indicated in the School Grades Report.

## 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	Teachers lack an in depth knowledge of the state standards	Training for 3rd, 4th, and 5th grade to analyze the FCAT 2.0 Content Focus Reports and Test Item Specifications	Administration, Math Coach	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	1A.2. Teachers lack in depth knowledge of content and use of strategies that promote mathematical thinking.	Provide professional development "Teaching Student Centered Mathematics" by Van de Walle to increase the use of pictorial to abstract representations of mathematics K-5.	1.Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators/Teachers/PLCs  3. Principal, AP/C/A, Instructional Facilitators/Teachers/bi-weekly PLCs 4. Principal, AP/C/A, Instructional Facilitators/Teachers/PLCs  Simultaneous: 5.Principal, AP/C/A 6.School Leadership Team	1.Administer Formative assessments 2.Data Day Chats 3.Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4.Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5.Daily classroom walk-throughs (3-5') Informal observations (10-25') Formal observations (30 or more) 6.2 Live Meetings 1st Progress Monitoring and Mid-Year)	1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject. 3.Common Assessments (Teacher made by grade level and subject) 4.Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject 3 times within a school year. Simultaneous: Aggregated data by teacher, grade level, and subject area 6. Questions for Progress Monitoring

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

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

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	28% (90) of the students tested will receive a Level 4 or higher in Math as indicated in the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (71) of the students tested received a Level 4 or higher in Math as indicated in the 2012 School Grades Report	28% (90) of the students tested will receive a Level 4 or higher in Math as indicated in the School Grades Report.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack connections between mathematical concepts.	Provide professional development for teachers to build their knowledge on mathematical connections to assist students on understanding how the different mathematical concepts are interrelated.	Administration, Math Coach	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Teachers need to probe students to find more than one solution to solve problems.	Use of Extended Thinking Strategies and HOT questioning in mathematical problem solving.  Provide students with the opportunity to justify their thinking in writing.	Administration, Math Coach	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, review of student work

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	In grades 3-5 , 100% (396) of the students will achieve Learning Gains on the 2012 FCAT Math Test as evidenced by the AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 42% (166) of students made a year's worth of progress on the 2011 administration of the FCAT Math Test.	In grades 3-5 , 100% (396) of the students will achieve Learning Gains on the 2012 FCAT Math Test as evidenced by the AYP report.

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 adjusts instruction to respond to formative assessment.	Teachers will frequently check for understanding and make consistent modifications of instructional strategies such as: Targeted interventions, reteach, Data Chats and opportunities to practice.  5th grade will be provided a 1 hour computer block to increase math skills/strategies on the computer.	Administration, Math Coach	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, review of student work
2	Teachers do not provide sufficient opportunity for formative assessments.	Teachers will frequently use Cooperative Learning through collaborative pairs, use of white boards for Every Pupil Response, and Think Alouds.	Administration, Math Coach	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, review of student work

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	100% of the students tested will show Learning Gains in Math indicated in the 2013 School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of the students tested showed Learning Gains in Math indicated in the 2012 School Grades Report.	100% of the students tested will show Learning Gains in Math indicated in the 2013 School Grades Report.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of basic math facts.	Increase time spent allocated to fact fluency using Math Party and online practice of fact fluency.	Administration, Math Coach	Review of Lesson Plans, test scores, Targeted observation	Teacher Evaluation System, Discovery, review of student work
2	Teacher needs to provide extensive opportunities for computation mastery.	Provide professional development for strategies such as doubles, doubles plus 1, skip counting.	Administration, Math Coach	Review of Lesson Plans, test scores, Targeted observation	Teacher Evaluation System, Discovery, review of student work.

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 # By 2017 69% of the students tested will receive a Level 3 or higher in Math on the PARCC. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	48	53	58	63	

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:	In grades 3-5 , the percentage of the students scoring a Level 3 or higher on the 2013 FCAT Math Test as evidenced by the School Grade Report will be: Black: 40% Hispanic: 62% White: 71%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, of Black:30%	In grades 3-5 , the percentage of the students scoring a Level 3 or higher on the 2013 FCAT



Hispanic: 52%  
 White: 61%  
 achieved mastery on the 2011 administration of the FCAT Math Test.

Math Test as evidenced by the School Grade Report will be:  
 Black: 40%  
 Hispanic: 62%  
 White: 71%

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	All Ethnic/Racial Subgroups: Students lack the strategies to successfully answer word problems.	Provide professional development for the 4 Step Problem Solving Process with priority given to the first step – understanding the problem.	Administration, Math Coach	Review of Lesson Plans, test scores, Targeted observation	Teacher Evaluation System, Discovery, review of student work.
2	Students not making learning gains may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school using V Math, FCAT Explorer and Odyssey as tutorials.	Administration, Math Coach, Lab Manager	Review of participating student Discovery Test Scores as well as Pre/Post testing.	Discovery Testing, FCAT Explorer and Odyssey Reports.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In grades 3-5 , 53% of the English Language Learner students will score a Level 3 or higher on the 2013 FCAT Math Test as evidenced by the School Grade Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of the ELL students tested were proficient in Math indicated in the 2012 School Grades Report.	In grades 3-5 , 53% of the English Language Learner students will score a Level 3 or higher on the 2013 FCAT Math Test as evidenced by the School Grade Report.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the vocabulary to problem solve.	Teachers will use Shape Bait, What's My Place, What's My Value, and Number Literacy to increase vocabulary development.	Administration, Math Coach	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery, review of student work.
2	Students not making learning gains may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school using V Math, FCAT Explorer and Odyssey as tutorials.	Administration, Math Coach, Lab Manager	Review of participating student Discovery Test Scores as well as Pre/Post testing.	FCAT Explorer Reports and Odyssey reports.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Not Applicable
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Mathematics Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5 , 62% (229) of the Economically Disadvantaged students will score a Level 3 or higher on the 2012 FCAT Math Test as evidenced by the AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 52% (192) of Economically Disadvantaged students achieved mastery on the 2011 administration of the FCAT Math Test	In grades 3-5 , 62% (229) of the Economically Disadvantaged students will score a Level 3 or higher on the 2012 FCAT Math Test as evidenced by the AYP report.

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 needs to allow students more time to explore and talk about mathematical concepts.	Provide more time in math block schedule to utilize Kagan structures, Every Pupil Response, and written summaries.	Administration, Math Coach	Review of Lesson Plans, test scores, Targeted observation	Teacher Evaluation System, Discovery, review of student work.
2	Students not making learning gains may need additional time to learn.	Performance data will be used for targeted interventions including Extended Learning; tutoring before/after/during school using V Math, FCAT Explorer and Odyssey as tutorials.	Administration, Math Coach, Lab Manager	Review of participating student Discovery Test Scores as well as Pre/Post testing.	FCAT Explorer Reports and Odyssey reports

*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
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Bait Trainings	K-5	Math Coach	New teachers school-wide	September 12, 2012	Classroom Observation, Review of Plans	Admin, Math Coach
Mathematical concepts, relationships, and real world problem solving.	K-5	Admin, Math Coach	All classroom teachers	On Going during Tuesday and Thursday grade level common planning time.	Classroom Observation, Review of Plans	Admin, Math Coach
Test Specifications	K-5	Math Coach	3rd-5th	September 17, 2012	Classroom Observation, Review of Plans	Admin, Math Coach
Student Centered Math	K-5	Math Coach	All classroom teachers	On Going	Classroom Observation, Review of Plans	Admin, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Math Instruction	Math Resource	Title 1	\$50,969.00
			Subtotal: \$50,969.00
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
Use of FCAT Explorer and Odyssey	Lab Manager	Title 1	\$29,972.00
After School Tutoring	Teacher Pay and Busing	Title 1	\$11,650.00
			Subtotal: \$41,622.00
			Grand Total: \$92,591.00

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:	In grade 5 34% (36) of the students will score a Level 3 on the 2013 FCAT Science Test as evidenced by the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 24% (27) of the students achieved mastery on the 2012 administration of the FCAT Science Test	In grade 5 34% (36) of the students will score a Level 3 on the 2013 FCAT Science Test as evidenced by the School Grades Report.
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	Many teachers lack an understanding of the misconceptions in Science.	Professional development by AIF about common scientific misconceptions and on the use of Test Item Specifications to clarify content focus and limitations.	Administration, Science AIF	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery
2	Teachers lack the knowledge of how to develop meaningful inquiry activities that provide HOT opportunities in Science.	Provide professional development on meaningful inquiry and implement at least one inquiry-based activity in Science lab for every unit of instruction.	Administration, Science AIF	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In grade 5 16% (17) of the students will score a Level 4 or higher on the 2013 FCAT Science Test as evidenced by the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5 10% (11) of the students scored a Level 4 or higher on the 2012 FCAT Science Test as evidenced by the School Grades Report.	In grade 5 16% (17) of the students will score a Level 4 or higher on the 2013 FCAT Science Test as evidenced by the School Grades Report.

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
	Inadequate opportunity for	Teacher will provide opportunities for these	Administration, Science AIF	Review of Lesson Plans, Targeted	Teacher Evaluation

1	students to practice meaningful construction of Science inquiry to solve problems.	students to participate in lab inquiry activities, with a focus on the Methods of Science, through collaborative structures, distributive practice and distributive summarizing		observation	System, Discovery
2	Students are not engaged in purposeful reading and writing about advanced science concepts.	Professional development on Literacy in Science Inquiry (Focus).  Students will increase time spent reading expository text as related to Science and respond, in writing, to HOT prompts. CISM	Administration, Science AIF	Review of Lesson Plans, Targeted observation	Teacher Evaluation System, Discovery

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scientific Inquiry	3-5	Science AIF	Classroom Teachers 3-5	On Going	Review of Lesson Plans, Walk-Throughs	Admin, AIF
Test Item Specifications	3-5	Science AIF	Classroom Teachers 3-5	September 2012	Review of Lesson Plans, Walk-Throughs	Admin, AIF

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:	In grade 4 , 100% (110) of the students will score a Level 3 or higher on the 2013 FCAT Writing Test as evidenced by the School Grade Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 4, 89% (116) of the students achieved mastery on the 2012 administration of the FCAT Writing Test	In grade 4 , 100% (110) of the students will score a Level 3 or higher on the 2013 FCAT Writing Test as evidenced by the School Grade Report.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of grammatical and language development.	Writing and grammatical editing will be increased using daily oral language development strategies and revision of writing assignments that correlate to the FCAT 2.0 rubric.	Administration, Writing Resource Teacher	Review of Lesson Plans, Targeted observation	FCAT 2.0 Rubric, Teacher Evaluation System
2	Lack of consistent writing expectations from grade to grade.	Both horizontal and vertical teaming to evaluate the rigor and expectations of student writing using FCAT 2.0 and school scoring rubrics.	Administration, Writing Resource Teacher	Review of Lesson Plans, Targeted observation	FCAT 2.0 Rubric, Teacher Evaluation System

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Making Words	All grades, all teachers	Admin	All classroom teachers	Tuesday and Thursdays during grade level common planning time in September.	Classroom Observation, Review of Plans	Admin, Writing Resource
Word Walls	All grades, all teachers	Admin	All classroom teachers	Tuesday and Thursdays during grade level common planning time in October.	Classroom Observation, Review of Plans	Admin, Writing Resource

Writing Budget:

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

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

End of Writing Goals

## 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:	The attendance rate for Alta Vista Elementary during the 2012-2013 school year, as reported in Genesis, will be 96%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2011-12 the District Average Attendance was 95.08% while the attendance rate during the 2011-2012 school year was 95.25% for Alta Vista Elementary.	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
243	193
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
68	58

### 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	Inadequate Parent/Teacher communication	1.1. Phone calls, home visits, and/or mail to families regarding Attendance Contract established in the PBS/RTI manual. Professional Development with Guidance Counselor to review Attendance issues and strategies.	Attendance Manager, Guidance Counselor, Social Worker, Admin	Attendance Records	Genesis/Elegrade reporting system
2	Parent understanding of school/district policies/procedures.	Conduct Parent meetings to build communication of policies and procedures for attendance and hold intervention conferences for students with excessive tardies and/or absences	Attendance Manager, Guidance Counselor, Social Worker, Admin	Attendance Records	Genesis/Elegrade reporting system
	Students lack interest in school.	Provide incentives for students at the end of	Attendance Manager,	Attendance Records	Genesis/Elegrade reporting system



3		each 9 weeks for 100% attendance.	Guidance Counselor, Social Worker, Admin	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding Attendance Problems	K-5	Admn/Guidance	Schoolwide	September	Review of Elegrade	Admin, Guidance
School/District Policies/Procedures for Parents	Parents	Admin/Guidance	Parents	September 25	Review of Elegrade	Admin, Guidance

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
Support for Effective Writing Instruction	Writing Resource Teacher	Title 1	\$52,293.00
			Subtotal: \$52,293.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$52,293.00

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 Suspensions for Alta Vista Elementary during the 2012-2013 school year, as reported in Genesis, will be decreased by 5%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
25	It is expected that In-School Suspensions will be 20 students or less
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
23	It is expected that the number of students assigned In-School Suspensions will be 20 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
64	It is expected Suspensions will be 60 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
40	It is expected the number of students assigned Suspensions will be 35 or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students Lack Social Skills	Implement Positive Behavior Support with Hornet Bucks reward system and provide teachers with problem solving strategies for maximizing instructional and non instructional on task student behaviors.	Admin, PBS/RTI Committee, Guidance Counselor, Teacher Trainer, Network Manager	Teacher submitted referrals	Records of referrals on Genesis.
2	Teachers' inconsistent use of PBS.	Teachers will consistently provide students with consistent and appropriate feedback using sensitivity, openness, and respect to build a positive rapport in the classroom. Provide teachers with updated PBS training and use of preventative techniques. School-wide expectations will be modeled through lessons provided on AVTV.	Admin, PBS/RTI Committee, Guidance Counselor, Teacher Trainer, Network Manager	Teacher submitted referrals	Records of referrals on Genesis.
3	Students' lack of an effective role model.	Implement mentoring program with local high schools	Admin, PBS/RTI Committee, Guidance Counselor, Teacher Trainer, Network Manager	Teacher submitted referrals	Records of referrals on Genesis.

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
PBS Review	K-5	Guidance Counselor, PBS team	School-wide	September 2012	Observations, PBS charts, Referrals	Admin, Guidance, Teacher Trainer

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assist teachers with effective classroom management skills	Teacher Trainer	Title 1	\$51,969.00
			Subtotal: \$51,969.00
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: \$51,969.00

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>	Participation by parents at building capacity events will increase by 6% as measured by the Annual Meeting Report and other Parent Involvement Activities
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
38% (300 students represented)	43% (338 Students represented)
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		See Alta Vista Parent Involvement Plan submitted on the state Template September, 2011.			

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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
Bilingual Contact for Parents	Parent Involvement Para	Title 1	\$24,506.00
Means of Parent Communication	Wednesday Folders and Student Agendas	Title 1	\$7,000.00
			Subtotal: \$31,506.00
			Grand Total: \$31,506.00

*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:	Alta Vista will show 100% learning gains in math and science, through the increase use of Science, Technology, Engineering, and Mathematics in our STEM labs.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack of in depth knowledge in the content areas to implement STEM's	Teachers will plan and co-teach with the Science and Math AIF's in the labs so students will be critical thinkers and build connections to real world applications.	Admin, Leadership Team, District Content Personnel	Review of Action Plan	Action Plan
2	Time to plan implementation.	STEM lab schedule will be built into Science and Math Block times. Science and Math AIF will plan cooperatively with classroom teacher for the use of high yield strategies in the STEM lab.	Admin, Leadership Team	School Calendar	Action Plan

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)

Students scoring at Achievement Level 4.0 and higher in writing. 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. Students scoring at Achievement Level 4.0 and higher in writing. Goal  Students scoring at Achievement Level 4.0 and higher in writing. Goal #1:		In grade 4 , 90% (99) of the students will score a Level 4 or higher on the 2013 FCAT Writing Test as evidenced by the School Grade Report.			
2012 Current level:		2013 Expected level:			
In grade 4, 34% (36) of the students achieved mastery on the 2011 administration of the FCAT Writing Test		In grade 4 , 90% (99) of the students will score a Level 4 or higher on the 2013 FCAT Writing Test as evidenced by the School Grade Report.			
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	Formulaic writing is no longer sufficient to achieve a 4 or above on FL Writes.	Teachers will review 2012 Anchor Sets, FCAT 2.0 Rubric, Calibration Guide, and FL Writes Q & A released by FL DOE. Student writing samples will be evaluated monthly using FCAT 2.0 rubric to provide students with high quality feedback.	Administration, Writing Resource Teacher	Review of Lesson Plans, Targeted observation	FCAT 2.0 Rubric, Teacher Evaluation System
2	1B.2. Some students may experience difficulty in thinking critically while reading, writing and /or understanding content area curriculum.	Students write to respond to new learning in all content areas through summarizing, journaling, and/or paraphrasing.	Administration, Writing Resource Teacher	Review of Lesson Plans, Targeted observation	FCAT 2.0 Rubric, Teacher Evaluation System

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						

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 Students scoring at Achievement Level 4.0 and higher in writing. Goal(s)*



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide a variety of books to increase student interest in reading	100 Book Challenge	Title 1	\$11,400.00
Reading	Increase student vocabulary, phonemic awareness, phonics, and language awareness.	Making Words	Title 1	\$500.00
CELLA	N/A			\$0.00
Mathematics	Effective Math Instruction	Math Resource	Title 1	\$50,969.00
Suspension	Assist teachers with effective classroom management skills	Teacher Trainer	Title 1	\$51,969.00
				Subtotal: \$114,838.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
CELLA	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
CELLA	N/A			\$0.00
Attendance	Support for Effective Writing Instruction	Writing Resource Teacher	Title 1	\$52,293.00
				Subtotal: \$52,293.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Support for A/R Program and Media Specialist	Media Para	Title 1	\$38,820.00
Reading	After School Tutoring	Teacher Pay and Busing	Title 1	\$11,650.00
Reading	Title 1 Compliance	Program Facilitator	Title 1	\$58,123.00
CELLA	N/A			\$0.00
Mathematics	Use of FCAT Explorer and Odyssey	Lab Manager	Title 1	\$29,972.00
Mathematics	After School Tutoring	Teacher Pay and Busing	Title 1	\$11,650.00
Parent Involvement	Bilingual Contact for Parents	Parent Involvement Para	Title 1	\$24,506.00
Parent Involvement	Means of Parent Communication	Wednesday Folders and Student Agendas	Title 1	\$7,000.00
				Subtotal: \$181,721.00
				Grand Total: \$348,852.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/8/2012)

## 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, Academic Programs, and Materials	\$1,000.00

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

School Advisory Councils assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

The SAC Council is in effect for the duration of each school year. 51% of the School Advisory Council membership will be composed of parents are elected to the School Advisory Council by parents, and in the event that the elections do not constitute a membership that is balanced by ethnicity, race, socioeconomic, status of the student population, the principal may appoint member.

Community members are appointed by the principal with input from the School Advisory Council membership. All new members joining the Council will receive training prior to or during the first meeting in September. Any member who accumulates 2 consecutive unexplained absences from noticed meetings will be replaced by the principal with School Advisory Council approval. Meeting times and places will be agreed upon by all members of the School Advisory Council at the first meeting. Each meeting shall be held at 9:30 a.m. Each year the time, date, and place of any meeting may be modified based upon the consensus vote of the members present at any meeting. Notice of each meeting will be given 2 weeks prior to each scheduled meeting by email, mail, phone call. The notice will include any votes that will be presented for a vote to the membership. The operation of the School Advisory Council is governed by Florida Statute 229.58 the policies of the Polk County School District and the Government in the Sunshine Law. Decisions made by the School Advisory Council must be made within the boundaries of Polk County School Board policy. School Board members may review School Advisory Council By-Laws. School Board members approve School Advisory Membership and the School Improvement Plan.

The School Advisory Council at Alta Vista Elementary functions using all perimeters above and assures the continuous progress of Florida's eight education goals in the school. The SAC operates within the policies of the School Board and the parameters established by the state legislature. Our school advisory council is composed of teachers, parents, the principal, support staff, business and community representatives that reflect the ethnic, racial and socio-economic background of our community. They also participate in the decision-making process regarding school improvement at the school level. The SAC also helps to develop and monitors the activities and progress of the School Improvement Plan (SIP) as well as the school's annual budget. This includes but not limited to lottery allocations and school recognition funds. The SAC assists in the development of the budget and SIP plan by meeting and reviewing data. After reviewing data recommendations are given to assists in the area of student achievement and progress.

# 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

Polk School District ALTA VISTA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	59%	90%	26%	225	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	42%			96	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?	53% (YES)	56% (YES)			109	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					430	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Polk School District ALTA VISTA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	64%	80%	17%	213	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	56%	63%			119	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?	51% (YES)	61% (YES)			112	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					444	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested