

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: NAVY POINT ELEMENTARY SCHOOL

District Name: Escambia

Principal: Linda M. Brown

SAC Chair: Ericka Whiting

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Linda M. Brown	A.A. Gen. Studies B.A. Elem.Edu. M.Ed. Edu. Leadership  Certified Elem. 1-6  School Principal All Levels	6	6	2011-2012 School Grade C (6 points from a B) FCAT Points 489 Learning Gains: Reading 66% LQ 89% Math 67% LQ 90%  2010-2011 School Grade B FCAT Points 506 Learning Gains: Reading 66%, LQ 57% Math 68%, LQ 73% AYP 79%  2009-2010 School Grade C FCAT Points 493 AYP 77%  2008-09 School Grade A FCAT Points 579 AYP 100%

2007-08  
 School Grade F  
 FCAT Points 383  
 AYP 77%

## 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)
Math and Science	N/A	N/A			For the 2012-2013 school year, there is no funding for a Math/Science Coach.
Reading	Lisa Hale	B.A. Elementary Education K-5 Exception Education K-12 Masters Degree as a Reading Specialist K-12 Advance Graduate Certification in Educational Leadership	2	2	2011-2012 Navy Point Elementary School School Grade C  Previous Schools: 2010-2011 Brentwood Elementary School School Grade B  2003-2009 Holm Elementary School School Grades: C, C, D, B, B, C, C

## 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	Hire NCLB Highly Qualified Teachers	Principal	August 2012	
2	Assign consulting teacher (CT) for the first year teachers.	Principal Consulting Teacher	August 2012	
3	Assign veteran teachers to experienced teachers new to the school worksite or new to a grade level, (mentors/buddy).	Principal	August 2012	
4	A District START Mentor teacher will be assigned to all first year/beginning teachers.	Principal and District START program coordinators	August-June 2012-2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% of instructional staff	Danielson Instructional Framework is implemented and rubric is used for observations and evaluation.

and paraprofessionals are teaching out-of-field.

0% of instructional staff received less than an effective rating.

The Professional Development Plan for each teacher includes two growth goals. One goal is focused on professional growth targeting student achievement. The second goal is focused on a Danielson Framework Domain targeting teacher instructional growth.

## 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
39	7.7%(3)	28.2%(11)	28.2%(11)	35.9%(14)	23.1%(9)	100.0%(39)	15.4%(6)	2.6%(1)	25.6%(10)

## 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
Laura Carroll-School Level  Charlene May-District Level-START Program	Jennifer Allison	Grade Level Chair, National Board Certified, Mentor Coordinator  District START Mentor Teacher  Mentee has brief teaching experiences in another state. Mentee is new to district, school and grade level.	On going planning meetings, observation, feedback, conferencing, and assistance.
Sheryl Davis-School Level  Charlene May-District Level-START Program	Kelsey Pugh	Grade Level Chair, Veteran Teacher  District START Mentor Teacher  Mentee is a 1st year teacher and new to school.	On going planning meetings, observation, feedback, conferencing, and assistance.
Lauren Tanton-School Level  Charlene May-District Level-START Program	Johanna Moore	Grade Level Chair, Veteran Teacher  District START Mentor Teacher  Mentee is a 1st year teacher and new to school.	On going planning meetings, observation, feedback, conferencing, and assistance.
		Grade Level	

<p>Laura Carroll-School Level</p>	<p>Dawn Paulus</p>	<p>Chair, National Board Certified, Mentor Coordinator</p> <p>Mentee has teaching experiences in another district in the state.</p> <p>Mentee is new to district, school and grade level.</p>	<p>On going planning meetings, observation, feedback, conferencing, and assistance.</p>
-----------------------------------	--------------------	---	---

## 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

Navy Point Elementary School receives support through Federal, State, and local programs. Title I funds provide supplemental personnel, resources, supplies, staff development and services, and parental involvement.

##### Personnel:

1.0 Elementary Resource Teacher (ERT) 100% Title I school budgeted funds.

1.0 Technology Coordinator 50% Title I school budgeted funds matched with 50% from District Title I budgeted funds.

Note: 20% of the 50% Tech Coordinator Title I school budgeted funds is for Professional Development.

Professional Development: 20% tech coordinator for training, professional/technical service webinars, substitutes for teachers to attend workshops and trainings, stipends for teachers to attend after school hours, supplies resources and materials for professional development.

Parent Involvement: program services, supplies, resources, and materials

Field Trips: transportation for each grade level to participate in at least one field trip.

Technology: Hardware-Updated computers, additional printer, document projectors

Programs and services-web based subscriptions for supplemental instructional resources such as:

Discovery Education, Raz Kids, Brain Pop, Accelerated Reader/STAR, Study Island, Reading Eggs, Education City. Professional Webinars from purchased services such as Discovery Edu.

Supplies: Supplemental instructional supplies and ancillary materials to enhance core curriculum

#### Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 3 migrant children at Navy Point Elementary School.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

#### Title II

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities (in-service education).

#### Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All Teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Navy Point Elementary is an ESOL (ELL) Center and during the 2011-2012 school year, we served 31 students in Grades K-5, (3 students exited the program).

#### Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office.

#### Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. In the past, we used SAI funds for: improvement of academic achievement, decreased discipline referrals and suspensions, improved average daily attendance, technology, and staff development.

This year most of the SAI monies were used for the budget cut imposed on each school for the last 3 years.

The small amount of SAI funds currently available are used for funding reading resource, RAZ Kids, internet access subscription for grades 1-2 students.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying.

The Jeffery Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of student and staff on school grounds, at school-sponsored events, and through school computer networks.

In addition, beginning with the 2011-2012 School Year, our district launched the "Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, Ala Carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

#### Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

#### Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

#### Adult Education

Evening programs are offered at all of our district high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Reading Coach is funded through District Reading Dept.  
The reading coach is shared with a near by Elementary School.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Linda M. Brown-Principal  
Pamela Frick-Elementary Resource Teacher (ERT)  
Andrea Washington-Guidance Counselor  
Jennifer Godfrey-Speech/Language Pathologist  
Sheryl Davis-General Education Teacher  
Jennifer Griffiths-General Education Teacher  
Amanda Austin-ESE Teacher  
Chris Abbuhl-ESE Teacher

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 Principal, Elementary Resource Teacher, and Guidance Counselor: provide a common vision for the use of data-based decision making, ensure that the school based team is implementing RtI, conduct assessment of staff knowledge and awareness to plan professional development, and communicate with parents regarding school-based RtI plans and activities.

General Education Teachers: Provide information about the core instruction, participate in student data collection, deliver Tier I instruction/interventions, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities. Classroom teachers will also maintain and use student Success Binders and Data Notebooks for on-going progress monitoring.

ESE Teachers: Participate in the Tier process to provide support and offer strategies to the general education teacher.

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

Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of student needs with respect to language.

The faculty is divided amongst various committees/teams. These committees/teams meet often to discuss information. Various information is shared by the committee at faculty meetings.

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 Leadership Team will engage in the following activities:

Review screening data and link that data to instructional decisions. Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

The RtI Problem Solving process is used in developing and implementing the School Improvement Plan by designing the goals/strategies to meet the needs of all students.

After test scores have been released for the year and during the year, the RtI Leadership Team meets to discuss the data. Other data to discuss is from the Tier 1, 2, and 3 meetings. Academic and social/emotional areas are addressed and clear expectations for instruction are be made.

The team provides information to all committees/teams for the development of the School Improvement Plan.

### MTSS Implementation

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

Baseline, Mid Year, and End of Year Data: Progress Monitoring and Reporting Network (PMRN) for grades K-2, Discovery Education for grades 3-5, Florida Assessment for Instruction in Reading (FAIR) for grades K-2, Florida Comprehensive Assessment Test (FCAT) for grades 3-5, Go Math-Think Central for grades K-2 and Discovery Education for grades 3-5, district FCAT Simulation Q1 Science and Discovery Education for grade 5, Discipline and Attendance data from School-wide Behavior Plan.

Progress Monitoring: Student Success Binders, Discovery Education, PMRN, Mini Assessments, SRA Benchmark Assessments, Go Math Benchmark Assessments, Monthly Writing Prompts, Science Assessments, School-wide Behavior Plan Reports, Progress Reports from computer programs, and Weekly Citizenship Reports.

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and short faculty sessions throughout the school year. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

RtI/Tier Process guidelines and forms are in School Handbook.

Describe the plan to support MTSS.

Progress Monitoring Plans will be developed for students not meeting adequate progress.

Intervention Strategies will include small group and differentiated instruction.

Students Progress will be documented over time using graphs and charts.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Linda M. Brown, Principal  
Pamela Frick, Elementary Resource Teacher  
Lisa Hale, part time reading coach  
Tiffany Macklin, Media Specialist  
Lauren Tanton, Kindergarten teacher  
Jennifer Griffiths, 1st grade teacher  
Uadonna Loble, 1st grade teacher  
Kathy McCallister, 2nd grade teacher  
Mary Lamy, 3rd grade teacher  
Aaron Foote, 4th grade teacher  
Stacey Ladner, 5th grade teacher  
Chris Abbuhl, ESE grades 4/5  
Alicia Navarrete, ESOL grades K-2

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

The Literacy Leadership Team at Navy Point is the Reading Leadership Team (RLT).  
The Reading Leadership Team will meet monthly as a collaborative team for discussions and on going dialog about the impact of literacy on student achievement.

The Reading Leadership Team will lead a school wide effort aimed at more time-spent reading in various genres of student interest, for facilitating an increase in reading scores.

All members of the team will share the leadership for discussion, planning, and presenting to the faculty.

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

The Reading Leadership Team at Navy Point Elementary School is continuing a focus on Fostering Independent Reading as a reading goal for this school year. The leadership team will participate in a learning community, and lead the faculty in book studies, research, and strategies to promote reading.

Reading Leadership Team plans to implement activities for supporting independent reading that focus on various genres. This will include fun interactive scenarios put on by participating staff and or volunteers. It will encourage the students to read a new type of literature and teach them about the different types.

AR reader certification: Every student will have opportunities to earn their way through the following certifications. Ready Reader, Independent Reader, Rising Reader, Super Reader, Advanced Reader, Star Reader, Classic Reader, Honors Reader

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 8/31/2012)

### \*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.

PreK students are currently served through Voluntary PreK, Escambia County Readiness Coalition, and the District center PreK facility.

Navy Point Elementary currently has three ESE PreK classrooms. We will provide these students with ample opportunities to make their transition to Kindergarten a smooth process. Some examples are:

- \* Ride regular or ESE buses to and from school
- \* Eat breakfast and lunch in the school cafeteria
- \* Visit places in the school such as the front office, media center, and cafeteria
- \* Play on the Kindergarten playground
- \* Participate in school-wide activities

Orientation visits for District PreK students and other children enrolled at Head Start and other VPK programs are scheduled upon request from those sites that may have students coming to Navy Point for Kindergarten. Assistance is given to parents with registration and parent conferences are held before school starts.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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



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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percentage of students achieving proficiency in grades 3-5 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 for 2012, in grades 3-5 the percentage of students achieving proficiency was 42%.	FCAT 2.0 for 2013, in grades 3-5 the percentage of students achieving proficiency will increase to 43%.

#### 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 often do not make connections between effort and achievement.	All students will have Success Binders for setting goals and charting their progress.	Principal, ERT, Teachers, Students	Ongoing Progress Monitoring of Charts and Graphs in Success Binders.	Success Binder Charts and Graphs Student Growth
2	Lack of student engagement.	Implement Kagan Structures.	Principal, ERT, Kagan Trained Teachers	Structure A Month Club Training for teachers. Teacher feedback during monthly planning and training sessions.	Assessments and Test Scores Behavior Plan 9 week Reports FCAT
3	Classrooms have students on multiple levels.	Differentiation of instruction.	Principal, ERT, Grade Chairs, Differentiation Instruction Trained Teachers.	Differentiation Training for teachers. Lesson Plans Grade level planning Flexible small group instruction	Progress monitor reports Success Binder Charts and Graphs Assessments FCAT
4	Students lack proficiency in reading which impacts all core subject areas.	Implement Daily 5, and Beverly Tyner Method	Principal, ERT, Reading Coach, Teachers	Reading Coach to provide training for teachers. Lesson Plans Progress Monitoring	Assessments FAIR, FCAT, Discovery Education
5	Lack of common instructional practices for teaching and learning	Follow Danielson Frameworks for Teachers	District Specialists, Principal, ERT, Teachers	Lesson Plans, Observations, Progress Monitoring	Teacher Evaluations, Assessments, Student Progress
6	Change in Standards from Next Generation to Common Core	Instruction using Common Core Standards in K-2.	District Specialists, Principal, ERT, K-2 Teachers	Common Core Standards Training provided by for teachers of K-2. Lesson Plans following Core Curriculum Standards and Timeline, Observations, Classroom Walk Through	Assessments, Student Progress
7	Time for small group instruction.	105-120 min. reading blocks for grades K-3, 90min. for grades 4-5. Use evaluation data for flexible small grouping.	Principal, ERT, Grade Chairs, Classroom Teacher	On-going Progress Monitoring	FAIR Discovery Education Benchmark Assessments Program Performance Reports

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

1b. Florida Alternate Assessment: Students scoring at 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:	Increase the percentage of students achieving above proficiency in grades 3-5 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Curriculum Data FCAT 2.0 for 2012, in grades 3-5 the percentage of students achieving above proficiency was 42%.	All Curriculum Data FCAT 2.0 for 2013, in grades 3-5 the percentage of students achieving above proficiency will increase to 43%.

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 in this group often need enrichment and motivation to achieve higher levels	Small group and differentiated instruction, Computer Programs and resources, AR motivation goals and incentives, Sunshine State Readers Club, Success Binder goals and progress monitoring with data chats	Principal, ERT, Media Specialist, Reading Coach, Technology Coordinator, teachers	Monitoring student progress/ participation and Success Binder data.	Discovery Education Assessments, FAIR assessments, SRA Benchmark Tests, Progress and usage Reports from computer programs, AR/Star Reports, Sunshine State Readers participation log.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	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 reading. Reading Goal #3a:	The percentage of students making learning gains will continue to be at least 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 for 2012, in grades 3-5 the percentage of students making learning gains was 65%.	FCAT 2.0 for 2013, the percentage of students in grades 3-5 making learning gains will be at least 50%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge and experiences.	Ongoing progress monitoring and small group instruction.	Principal, ERT, Reading Coach, Media Specialist, teachers	Monitor student progress.	Discovery Education, FAIR, SRA benchmark tests, Progress and usage reports from computer programs, AR/Star Growth Reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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:	The percentage of students in the Lowest 25% making learning gains will continue to be at least 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 for 2012, in grades 3-5 the percentage of students in the lowest 25% making learning gains was 84%.	FCAT 2.0 for 2013, the percentage of students in the lowest 25% making learning gains will continue to be at least 50%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of students in the lowest 25% are students with disabilities or English language deficiencies and students that have not made progress through a variety of strategies in the past.	RtI Tier Process, ESE or ELL resource instruction, Supplemental computer programs, Leveled Readers, Success Binder Goals and charting of progress.	Principal, ERT, Reading Coach, Guidance Counselor, Media Specialist, Technology Coordinator, ESE and ELL resource teachers, classroom teachers	Monitor student progress in reading programs, and assessments.	Discovery Education, FAIR, Progress and usage reports for computer programs, Success Binder goal and progress charts.

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by six (6) percentage points over the course of six years.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Increase the percentage of students in subgroups making satisfactory progress in reading by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance for student subgroups in reading: White 49%, Black 32%, Hispanic 41%, Asian N/A, American Indian N/A	2013 FCAT 2.0 The expected level of performance for student subgroups in reading: White 50%, Black 33%, Hispanic 42%, Asian N/A, American Indian 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
	Majority of students in	Differentiated Instruction	Principal, ERT,	Ongoing progress	FCAT, Discovery

1	subgroups are also in the economically disadvantaged subgroup and do not have resources or support at home.	based on identified instructional needs during the reading block. Build background knowledge during SRA reading instruction.	Reading Coach, teachers	monitoring with Discovery Education, FAIR, Benchmark Assessments, Computer Program Reports and AR/Star Growth Reports	Education, FAIR, Computer Program Reports, AR/Star 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 reading. Reading Goal #5C:	Increase the percentage of ELL students making satisfactory progress in reading by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance of ELL students making satisfactory progress in reading is 13%.	2013 FCAT 2.0 The expected level of performance of ELL students making satisfactory progress in reading is 14%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students are English Language Deficiency-Speaking, Reading, Writing, Comprehending.	Provide Reading and Language Arts instruction in small groups with ESOL Endorsed teachers and teacher aide in addition to regular education classes.	District ESOL Director, Principal, ERT, Reading Coach, ESOL Teachers	On going progress monitoring	Assessments: SRA Benchmark Discovery Education grades 3-5 FAIR grades K-2 FCAT grades 3-5 CELLA

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:	Increase the percentage of SWD making satisfactory progress in reading by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance of SWD making satisfactory progress in reading is 27%.	2013 FCAT 2.0 The expected level of performance of SWD making satisfactory progress in reading is 28%.

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	Majority of students in this subgroups have not made prior success through many strategies.	Supplemental programs for reading in addition to core curriculum such as computer programs and leveled readers.	Principal, ERT, Reading Coach, teachers	Ongoing progress monitoring with Discovery Education, FAIR, Benchmark Assessments, Computer Program Reports and AR/Star Growth Reports	FCAT, Discovery Education, FAIR, Computer Program Reports, AR/Star 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:

5E. Economically Disadvantaged students not making	
--	--

satisfactory progress in reading. Reading Goal #5E:	Increase the percentage of Economically Disadvantaged students making satisfactory progress in reading by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance of Economically Disadvantaged students making satisfactory progress in reading is 39%.	2013 FCAT 2.0 The expected level of performance of Economically Disadvantaged students making satisfactory progress in reading is 40%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Majority of students in this subgroup do not have resources or support at home.	Supplemental programs for reading in addition to core curriculum such as: A-Z Leveled Readers, Raz Kids, Accelerated Reader, Education City, Study Island, Reading Eggs, and Brain Pop.	Principal, ERT, teachers	Ongoing progress monitoring with Discovery Education, FAIR, SRA Benchmark Assessments, Computer Program Reports, and AR/Star Growth Reports	FCAT, Discovery Education, FAIR, Computer Program Reports, AR/Star reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pathways to Common Core	K-2 3-5	Reading Coach	All Teachers in grades K-2 All Teachers in 3-5	After School once per month October-March	Lesson Plans Classroom Walk Through Grade Level Planning meetings	Principal, ERT, Reading Coach, Grade Level Chairs
Common Core Standards	Second	District Specialists 2 teachers that attended CC training.	Two teachers from grade 2 All teachers in grade 2	August Pre Planning On going Grade level planning meetings	Grade Level meetings Lesson Plans Classroom Walk Throughs	Principal, ERT, Reading Coach, Trained Teachers
New Teacher Training SRA Imagine It	K, 3, 5	District Specialists	1 new teacher Kdg. 2 new teachers 3rd. 1 new teacher 5th.	August-October 1 day	Lesson Plans Classroom Walk Through Grade Level Planning meetings	Principal, ERT, Reading Coach, Grade Level Chairs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Background Knowledge	Field trips	Title I	\$400.00
Increase Background Knowledge	Field trips	Regular Operations School Funds	\$150.00

Increase Reading and Library Circulation	Reading Books for Library	Regular Operations School Funds	\$1,235.00
Increase Reading and Library Circulation	Reading Books and Periodicals for Library	Instructional Media School Funds	\$1,817.00
			Subtotal: \$3,602.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
On going progress monitoring grades 3-5	Discovery Education on line Assessments	Title I	\$565.00
Increase technology capacity.	Update hardware: desktops, laptops, printer	Title I	\$2,351.00
Increase Fluency-grades 1-2	Raz Kids on line subscription	SAI	\$900.00
Motivate and Stimulate Interest in Reading	Accelerated Reading and Star Reading Growth program	Title I	\$1,886.00
Provide on line learning	Brain Pop/Brain Pop Jr.	Title I	\$445.00
Provide on line learning K-2	Reading Eggs and Reading Extension	Title I	\$1,040.00
Provide on line learning	Education City	Title I	\$603.00
Provide on line learning grades 3-5	Study Island	Title I	\$333.00
			Subtotal: \$8,123.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
			Subtotal: \$327.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$12,052.00</b>			

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Increase the percentage of ELL students achieving proficiency in grades 1-5 by 1 percentage point.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
CELLA Report 2012, the number of ELL students in grades 1-5 tested was 24. The percentage of ELL students in grades 1-5 achieving proficiency was 59% (14).					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Deficiency- Speaking, Reading, Writing, Comprehending.	Provide Reading and Language Arts instruction in small groups with ESOL Endorsed teachers and teacher aides in	District ESOL Director, Principal, ERT, Reading Coach, ESOL Teachers	On going progress monitoring	Assessments: SRA Benchmark Discovery Education grades 3-5 FAIR grades K-2



	addition to regular education classes.		FCAT grades 3-5 CELLA
--	--	--	--------------------------

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:	Increase the percentage of ELL students achieving proficiency in grades 1-5 by 1 percentage point.
--	--

2012 Current Percent of Students Proficient in reading:

CELLA Report 2012, the number of ELL students in grades 1-5 tested was 24. The percentage of ELL students in grades 1-5 achieving proficiency was 21% (5).

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	ELL students lack English skills for reading and understanding text written in English	Small group instruction with ELL teacher for 90-120min. reading blocks.	Principal, ERT, Reading Coach, ELL teachers.	On going progress monitoring of fluency and comprehension progress.	SRA Reading assessments, Discovery Education, FAIR, FCAT, CELLA
2	ELL students lack understanding and meaning of English vocabulary and sentence structure.	Use of ancillary materials, computer programs, and oral language practice targeting root/base words, meanings, vocabulary building, and sentence structure.	Principal, ERT, Reading Coach, ELL teachers, Classroom teachers.	On going progress monitoring of fluency and comprehension progress.	SRA Reading assessments, Computer program progress reports, Discovery Education, FAIR, FCAT, CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	Increase the percentage of ELL students achieving proficiency in grades 1-5 by 1 percentage point.
--	--

2012 Current Percent of Students Proficient in writing:

CELLA Report 2012, the number of ELL students in grades 1-5 tested was 24. The percentage of ELL students in grades 1-5 achieving proficiency was 25% (6).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have difficulty writing complete sentences, paragraphs, and essays in English because they do not speak or understand English.	Small group instruction with ELL teacher focusing on oral language, vocabulary, word meanings, and sentence structure in English.	Principal, ERT, Reading Coach, ELL teachers, Classroom teachers.	On going progress monitoring of student dictation and writings.	Monthly Writing prompts, FCAT, CELLA.

CELLA Budget:

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the percentage of students achieving proficiency in grades 3-5 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 for 2012, in grades 3-5 the percentage of students achieving proficiency was 45%.	FCAT 2.0 for 2013, in grades 3-5 the percentage of students achieving proficiency will increase to 46%.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often do not make connections between effort and achievement.	All students will have Success Binders for setting goals and charting their progress.	Principal, ERT, Teachers, Students	Ongoing Progress Monitoring of Charts and Graphs in Success Binders.	Success Binder Charts and Graphs Student Growth
2	Lack of student engagement.	Implement Kagan Structures.	Principal, ERT, Kagan Trained Teachers	Structure A Month Club Training for teachers. Teacher feedback during monthly planning and training sessions.	Assessments and Test Scores Behavior Plan 9 week Reports FCAT
3	Classrooms have students on multiple levels.	Differentiation of instruction.	Principal, ERT, Grade Chairs, Differentiation Instruction Trained Teachers.	Differentiation Training for teachers. Lesson Plans Grade level planning Flexible small group instruction	Progress monitor reports Success Binder Charts and Graphs Assessments FCAT
4	Students lack proficiency in reading which impacts all core subject areas.	Implement Daily 5, and Beverly Tyner Method	Principal, ERT, Reading Coach, Teachers	Reading Coach to provide training for teachers. Lesson Plans Progress Monitoring	Assessments FAIR, FCAT, Discovery Education
5	Lack of common instructional practices for teaching and learning	Follow Danielson Frameworks for Teachers	District Specialists, Principal, ERT, Teachers	Lesson Plans, Observations, Progress Monitoring	Teacher Evaluations, Assessments, Student Progress
6	Change in Standards from Next Generation to Common Core	Instruction using Common Core Standards in K-2.	District Specialists, Principal, ERT, K-2 Teachers	Common Core Standards Training provided by for teachers of K-2. Lesson Plans following Core Curriculum Standards and Timeline, Observations, Classroom Walk Through	Assessments, Student Progress

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:	Increase the percentage of students achieving above proficiency in grades 3-5 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Curriculum Data FCAT 2.0 for 2012, in grades 3-5 the percentage of students scoring above proficiency was 43%.	All Curricular Report FCAT 2.0 for 2013, in grades 3-5 the percentage of students achieving above proficiency will increase to 44%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this group often need enrichment or motivation to achieve above proficiency.	Small group instruction, Discovery Education Resources, Go Math enrichment materials, Education City, Brain Pop, and Study Island. Success Binders with student goal and progress charting.	Principal, ERT, Math Leadership Team, teachers	Monitor progress through reports from Discovery Education and Go Math enrichment materials, Computer programs, and Success Binder goal charts.	Discovery Education Assessments Go Math Assessments Computer Program Progress Reports, FCAT

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

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:	Increase the percentage of students making learning gains by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 for 2012, in grades 3-5 the percentage of students making learning gains was 66%.	FCAT 2.0 for 2013, in grades 3-5 the percentage of students making learning gains will increase to 67%.

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 proficiency on New Standards	Go Math Series aligned with new standards. Discovery Education Resources and Study Island.	Principal, ERT, Math leadership team, teachers	Monitor progress of students on Discovery Education and Go Math assessments.	Discovery Education Assessments, Go Math Assessments, Computer Program Progress Reports, FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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:	Continue with at least 50% of students in lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2.0 for 2012, in grades 3-5 the percentage of students in lowest 25% making learning gains was 72%.	FCAT 2.0 for 2013, the percentage of students in the lowest 25% making learning gains will be at least 50%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency on new standards.	Utilize Math Series Go Math aligned with new standards and Discovery Education Resources, Tier strategies.	Principal, ERT, Math Leadership Team, teachers	Monitor Go Math and Discovery Education Assessments.	Discovery Education and Go Math Assessments, Computer program progress reports, FCAT

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in mathematics by six (6) percentage points over the course of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	51	57	63	69	

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:	Increase the percentage of students in subgroups making satisfactory progress in mathematics by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance for student subgroups in mathematics: White 53%, Black 32%, Hispanic 45%, Asian N/A, American Indian N/A	2013 FCAT 2.0 The expected level of performance for student subgroups in mathematics: White 54%, Black 33%, Hispanic 46%, Asian N/A, American Indian 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	Student proficiency on new standards	Utilize math series-Go Math aligned with Next Generation Standards, use Discovery Education Resources and Tier strategies.	Principal, ERT, Math Leadership Team, teachers	Monitor Discovery Education and Go Math assessments.	Discovery Education Assessments, Go Math Assessments, Computer program progress reports, FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Increase the percentage of ELL students making satisfactory progress in mathematics by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:

2012 FCAT 2.0 The current level of performance of ELL students making satisfactory progress in mathematics is 27%.	2013 FCAT 2.0 The expected level of performance of ELL students making satisfactory progress in mathematics is 28%.
--	---

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	English Language Deficiency-Speaking, Reading, Writing, Comprehending impacts math proficiency.	Provide Reading and Language Arts instruction in small groups with ESOL Endorsed teachers and teacher assistance in addition to regular education classes.	District ESOL Director, Principal, ERT, Reading Coach, ESOL Teachers	On going progress monitoring	Assessments: SRA Benchmark Discovery Education grades 3-5 Go Math grades K-2 FAIR grades K-2 FCAT grades 3-5 CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Increase the percentage of SWD students making satisfactory progress in mathematics by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance of SWD students making satisfactory progress in mathematics is 30%.	2013 FCAT 2.0 The expected level of performance of SWD students making satisfactory progress in mathematics is 31%.

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 proficiency on new standards.	Utilize Go Math series aligned with Next Generation Standards, Discovery Education Resources and Tier strategies.	Principal, ERT, Math Leadership Team, teachers	Monitor Discovery Education and Go Math assessments.	Discovery Education Assessments, Go Math Assessments, Computer program progress reports, FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Increase the percentage of Economically Disadvantaged students making satisfactory progress in mathematics by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT 2.0 The current level of performance of Economically Disadvantaged students making satisfactory progress in mathematics is 42%.	2013 FCAT 2.0 The expected level of performance of Economically Disadvantaged students making satisfactory progress in mathematics is 43%.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Majority of students in this subgroup do not have resources or support at home.	Supplemental programs for mathematics in addition to core curriculum such as Go Math Tier strategies, Discovery Education Resources, Study Island, Education City, and Brain Pop.	Principal, ERT, Math Leadership Team, teachers	Ongoing progress monitoring Go Math Benchmark Assessments, and Discovery Education Assessments.	Discovery Education Assessments, Go Math Assessments, Computer program progress reports, FCAT

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
New Teacher Training for Implementing Harcourt Go Math series.	K, 3, 5 new teachers	District Specialist	New Teachers in grades K, 3, 5.	September-October	Classroom Walkthroughs Math Leadership Team Meetings	Principal, ERT, Grade Level Chairs

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Background Knowledge	Field trips	Title I	\$400.00
Increase Background Knowledge	Field trips	Title I	\$150.00
			Subtotal: \$550.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On going progress monitoring.	Discovery Education on line assessments and resources.	Title I	\$565.00
Increase technology capacity	Up date Hardware: desktops, laptops, printer, projectors	Title I	\$2,351.00
Provide on line learning	Brain Pop/Brain Pop, Jr.	Title I	\$445.00
Provide on line learning grades 3-5	Study Island	Title I	\$333.00
Provide on line learning	Education City	Title I	\$603.00
			Subtotal: \$4,297.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
			Subtotal: \$327.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,174.00

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:		Increase the percentage of students in grade 5 achieving proficiency by 1 percentage point.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
FCAT 2.0 for 2012, in grade 5 the percentage of students achieving proficiency was 37%.		FCAT 2.0 for 2013, in grade 5 the percentage of students achieving proficiency will increase to 38%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Expense and Time for gathering materials and setting up labs.	Utilize the I Love Science Program for 5th grade and Emerald Coast Science Center to provide labs and Power Point lessons.	Principal, ERT, Science Rep., teachers	Monitor progress using Q1, Q2, Q3 district science tests and Discovery Education Assessments.	Q1, Q2 and Q3 District Science Tests, Discovery Education Assessments, Pearson Science Tests, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:		Increase the percentage of students in grade 5 achieving above proficiency by 1 percentage point.			

2012 Current Level of Performance:			2013 Expected Level of Performance:		
All Curriculum FCAT 2.0 for 2012, in grade 5 the percentage of students achieving above proficiency was 9%.			All Curriculum FCAT 2.0 for 2013, in grade 5 the percentage of students achieving above proficiency will increase to 10%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for gathering materials and setting up labs.	Use Emerald Coast Science Center and I Love Science Program as resources to provide labs and power point lessons for instruction.  Model and Practice using Inquiry and Scientific Method of Discovery.	Principal, ERT, Science Rep., teachers	Monitor student progress on District Q1, Q2, Q3 science assessments and Discovery Education Assessments.	District Q1, Q2, Q3 Science Tests, Discovery Education Assessments, FCAT
2	Students in this group often need additional challenges and enrichment.	Use Resources from Pearson Science, Discovery Education, Brain Pop, and Education City.	Principal, ERT, Science Rep., teachers	Monitor student progress on District Q1, Q2, Q3 science assessments and Discovery Education Assessments.	District Q1, Q2, Q3 Science Tests, Discovery Education Assessments, FCAT

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

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
New Teacher Training for implementing Pearson Science Series	New Teachers in grades K, 3, 5	District Specialist	New Teachers in grades K, 3, 5.	September-October	Classroom Walkthroughs and grade level meetings.	Principal, ERT, grade level chairs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Background Knowledge	Field trips	Title I	\$400.00
Increase Background Knowledge	Field trips	Title I	\$150.00
Provide hands on Science Labs	Science lab materials	School Science Funds	\$448.00
			Subtotal: \$998.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On going progress monitoring	Discovery Education on line assessment and resources.	Title I	\$565.00
Increase Technology capacity	Update Hardware: desktops, laptops, printer, projectors	Title I	\$2,351.00
Provide on line learning	Education City	Title I	\$603.00
Provide on line learning	Brain Pop/Brain Pop, Jr.	Title I	\$445.00
Provide on line learning grades 3-5	Study Island	Title I	\$333.00
			Subtotal: \$4,297.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Teacher Knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
			Subtotal: \$327.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,622.00</b>

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:	Increase the percentage of students in grade 4 scoring at Achievement Level 3.0 and higher by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:

FCAT 2.0 for 2012, in grade 4, the percentage of students scoring at Achievement Level 3.0 and higher was 78%			FCAT 2.0 for 2013, in grade 4, the percentage of students scoring at Achievement Level 3.0 and higher will be 79%.		
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 experiences and lack background knowledge making it difficult for students to plan writing for assigned prompts.	Build background knowledge during reading and provide field trips in preparation for Monthly writing prompts	Principal, ERT, Language Arts Reps, teachers	Scoring monthly writing prompts. Conferences with students during development and editing of writings.	Monthly writing progress, FCAT, Step Up to Writing program progress.
2	Lack of Language Arts and Writing Curriculum.	Implement District Wide Language Arts Curriculum with Common Core Standards in Grades K-2.  Implement Step Up to Writing Program in grade 2. Implement Lucy Caulkins Writing Strategies in grades K-1.	District Language Arts Specialist, Principal, ERT, Teachers	Writing portfolios	Writing Portfolios, Monthly Writing progress

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
------------------------------------	---------------------	----------------------------------	--	--	-----------------------------------	---

Lucy Caulkins	Grades K-1	District Specialist Reading Coach Trained Teachers	One teacher from each grade level K-1  All Teachers in grades K-1	Summer One teacher from each grade level K-1  All Teachers in grades K-1 On going during grade level planning meetings	Lesson Plans Classroom Walk Throughs	Principal, ERT, Reading Coach, Grade Chairs
Step Up to Writing	Grades 2-4	District Language Arts Specialist Reading Coach Trained Teachers	Teachers in grades 2-4.	September District Training of one teacher in grades 2 and 4.  October 19, Plan/Learn Day All teachers  On going trainings for all teachers during grade level planning	Lesson Plans Classroom Walk Throughs	Principal, ERT, Reading Coach, Grade Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Background Knowledge	Field trips	Title I	\$400.00
Increase Background Knowledge	Field trips	Title I	\$150.00
Implement Effective Writing Curriculum	Step Up to Writing Instructional Program Teacher Editions for 3rd and 4th grade teachers	Title I	\$900.00
			Subtotal: \$1,450.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide on line learning	Brain Pop/Brain Pop, Jr.	Title I	\$445.00
			Subtotal: \$445.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Teacher Knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
			Subtotal: \$327.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,222.00

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:	At Navy Point Elementary the attendance rate will increase by .1% and the number of students with excessive absences and tardiness will decrease by 1.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

2012 Rate of Attendance was 93.9%.	2013 Expected Attendance Rate will be 94%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Number of students with Excessive Absences (10 or more) was 164.	2013 Expected number of students with Excessive Absences is 163.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 Number of students with Excessive Tardies (10 or more) was 111.	2013 Expected number of students with excessive tardies is 110.

**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	Parents are responsible for sending students to school on time. Flu and viruses often prevent students from attending school.	Remind parents about attendance and school hours. Use Check in and out log for documenting unexcused tardiness and early check outs. Request parents to attend meetings about unexcused absences, tardies, and early check out. Prepare referrals to school social worker for excessive tardiness and absences. Conference with parents.	Principal, Guidance Counselor, ERT, Teachers, School Social Worker	Monitor attendance data including tardy and early check out. School Messenger Call outs. Attendance meetings with principal, guidance counselor, and school social worker. School social worker to issue court referrals to parents for continued excessive absences.	District data and School wide Behavior Monitoring Plan nine week reports.

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

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

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

**Attendance Budget:**

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

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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 in school and out of school suspensions will decrease by 1. The number of students suspended in school and out of school will decrease by 1.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
2012 Total number of In-School Suspensions is 15.		2013 Expected number of In-School Suspensions is 14.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
2012 Total number of students Suspended In-School is 14.		2013 Expected number of students Suspended In-School is 13.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
2012 Number of Out-of School Suspensions is 10.		2013 Expected number of Out-of School Suspensions is 9.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
2012 Total number of students Suspended Out-of-School is 10.		2013 Expected number of students Suspended Out-of-School is 9.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with referrals often blame others and do not accept responsibility for their own behavior.	Implement School-wide Positive Behavior Plan, Weekly Citizenship Reports, Conferences with parents and students,	Principal, ERT, Guidance Counselor, Teachers, Students	Monitor discipline data, Weekly Citizenship Reports, and SWBMP 9 week reports	District data system discipline data, 9 week SWBMP reports

1		Utilize time out with assignments in alternative setting, Success Binders for ongoing progress monitoring of citizenship, Guidance Resources			
---	--	--	--	--	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Behavior Plan Bullying School Rules	ESE PreK-5	Principal, ERT, Grade Chairs	School-wide	On-going Monthly	Nine Week School-wide Behavior Plan Progress Monitoring Report	Principal, ERT

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement



Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Continue to offer a variety of activities and opportunities for parent involvement. Continue meeting requirements for the Five Star School Award.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2012, the number of parent involvement activities offered is at least 20. Received Five Star School Award.	2013, The expected number of parent involvement activities offered will be at least 20. Expected to meet requirements for the Five Star School Award.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent work schedules and family needs often prevent parents from participating in school activities.	A variety of parent involvement activities will be offered at various times during the day and evenings.  Parent Preference Cards will be used to offer conferences and meetings at the best time for parents and teachers.	Principal, ERT, Teachers, Parents	Monitor parent attendance at involvement activities.  Teachers will review completed Parent Preference Cards for scheduling meetings and conferences.  Completed Application and Portfolio for Five Star School Award.	Parent Preference Cards, Sign In Sheets, P.T.A., and S.A.C. membership rosters, Volunteer Log, and Five Star School Award Portfolio.
2	Parents do not always know how to help their children with academics	Offer Family Curriculum Nights	Principal, ERT, Reading Coach, teachers	Monitor parent attendance at Family Nights and school activities.	Sign In Sheets
3	Parents need access to learning resources in the home	Inform and make available On line learning resources	Principal, ERT, Reading Coach, Technology Coordinator, Teachers	Information sent home, Parent Feedback, Program usage	Documentation of information sent home, Parent feedback from surveys, conferences, and meetings.

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
Staff Volunteer Training	All Staff	ERT-Volunteer Coordinator	School-wide	September	Volunteer Log and Assignments	ERT-Volunteer Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Parent involvement	Extra Pay for teachers to conduct		

capacity and provide parents with ways to help at home.	Family Science Night Parent/Student activities	Title I	\$1,040.00
Increase Parent involvement capacity	Substitutes for teachers to hold parent conferences.	Title I	\$340.00
Family Science Night-Hands On Activities	Emerald Coast Science Center	Title I	\$400.00
School-Home Communication	Supplies for communicating with parents	Title I	\$763.00
			Subtotal: \$2,543.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Increase on line learning at home	Brain Pop and Brain Pop, Jr. Home Access on line subscription	Title I	\$206.00
			Subtotal: \$206.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,749.00</b>

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Focus on infusing Science, Technology, Engineering and Mathematics (STEM) principles throughout the curriculum K-12. Goal 1. Improve military student achievement in Science. Goal 2. Improve military student achievement in mathematics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of STEM principles throughout the curriculum K-12.  High mobility rate of military families as well as other families K-12.  Lack of funding for implementing STEM curriculum for K-12.  Lack of professional development for teachers to provide STEM curriculum K-12.  Lack of funding for technology.	Focus on infusing Science, Technology, Engineering and Mathematics (STEM) principles throughout the curriculum K-12.  The Department of Defense Education Activity (DoDEA) Educational Partnership has awarded the Escambia County School District a \$1.35 million dollar grant to serve the following four schools that have a large military dependent student enrollment: •Navy Point Elementary	District Office of School Improvement, School Administration, and Instructional Staff	These schools will focus on infusing Science, Technology, Engineering and Mathematics (STEM) principles throughout the curriculum for the 2012-13, 2013-14, and 2015-16 school years. This three-year grant which serves students from grades K-12 will increase student success, provide professional development for teachers, implement practices that minimize the impact of transitions and	Military Grant

		<ul style="list-style-type: none"> <li>•Jim C. Bailey Middle</li> <li>•Escambia High School</li> <li>•West Florida High School of Advanced Technology</li> </ul> <p>Navy Point's allocated grant funding amount will be utilized to purchase laptops, ipads, STEM internet program access, provide after school and in school supplementary programs focused on STEM instructional activities.</p>		<p>deployment, and provide access to rigorous educational opportunities.</p> <p>Monitor Lesson Plans</p> <p>Monitor Military Grant Budget</p>	
2	<p>Lack of STEM principles throughout the curriculum K-12.</p> <p>High mobility rate of military families as well as other families K-12.</p>	<p>Offer non-traditional school day activities (enhanced learning activities).</p> <p>After school tutoring program.</p> <p>Science/Mathematics Program for all Grades 3-5 students.</p> <p>NAS Flight Adventure Deck.</p>	District Office of School Improvement, School Administration, and Instructional Staff.	Monitor Military Grant MAS-Military After School/Assistance (Program)-a data element located on TERMS local record keeping screen.	<p>After school tutoring program Grades 3-5.</p> <p>FCAT 2.0 Science grade 5,</p> <p>FCAT 2.0 Mathematics grades 3-5.</p> <p>Survey Instrument</p>
3	Lack of professional development for teachers to provide STEM curriculum K-12.	<p>Provide Professional Development through truenorhlogic (on line registration, pre/post tests, and course offerings-for all grade levels.</p> <p>Technology training.</p> <p>Text complexity and Close Reading for all content areas.</p> <p>Step Up to Writing for all Content Areas.</p> <p>Summer Institutes.</p>	District Office of School Improvement, School Administration, and Instructional Staff.	<p>truenorh logic (on line registration, pre/post tests.</p> <p>Inventory of Teacher Technology Skills (ITTS.</p>	<p>truenorh logic (on line registration, pre/post tests.</p> <p>Inventory of Teacher Technology Skills (ITTS.</p>
4	Lack of Up-to-Date hardware and software to support STEM initiatives.	<p>Provide up to date hardware and software to support STEM initiatives.</p> <p>Ipads, laptops, Smartboards, Projectors, Software and internet programs.</p>	District Office of School Improvement, School Administration, and Instructional Staff.	<p>Technology Integration Matrix.</p> <p>Inventory of technology purchases.</p>	<p>Technology Integration Matrix.</p> <p>Military Grant Budget</p>
5	<p>Lack of Parent Involvement</p> <p>Lack of funds to pay teachers to work extended after school hours to offer night activities for parents.</p>	<p>Provide Parent Involvement Hands on Science Night using Emerald Coast Science Center and Teachers to provide science learning labs/centers.</p>	District Office of School Improvement, School Administration, and Instructional Staff.	Attendance and participation of parents, students, and teachers.	<p>Military Grant Budget</p> <p>Family Science Night Sign In Log.</p>

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Training.  Text Complexity and Close Reading for All Content Areas.  Step Up to Writing for all Content Areas.  Summer Institutes.	Grades 3-5/STEM Strategies, Technology, Science, Mathematics, Reading, Writing	District Specialists, Technology Coordinator, Emerald Coast Science Center, University of West Florida.	Priority is for Teachers in grades 3-5 but available for all grade levels school-wide.	On going during school year and Summer.	truenorthlogic (on line registration, pre/post tests, course offerings.	District Office of School Improvement, School Administration.

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide hands-on science labs focused on Florida Science standards and benchmarks including Robotics and General Science Provide learning experiences to expand and promote discussion about solar system.	Emerald Coast Science Center hands on Science instructional labs for grades 3-5. Emerald Coast Science Center Planetarium program.	Military Grant	\$30,000.00
			Subtotal: \$30,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide interactive technology to build STEM program and promote student discovery, inquiry, discussion and interactive learning.	WeatherBug Station. Hardware: ipads, macbook air laptops, projectors, printers. Software: Smartboard interactive math and science word problems. Internet programs: Gizmo/Reflex,and Mangahigh.	Military Grant	\$50,000.00
			Subtotal: \$50,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Staff Development for all grade levels. Technology Training Text Complexity and Close Reading for all Content Areas Step Up to Writing for all Content Areas Summer Institutes	Truenorthlogic online registration and course offerings for all grades levels. Emerald Coast Science Center Technology Coordinator University of West Florida	Military Grant	\$6,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parent involvement activities for family learning about science.	Emerald Coast Science Center to provide hands on lab center materials. Teachers to provide center instruction for parents and students.	Military Grant	\$2,000.00
Provide aerodynamics, aviation and adventure learning opportunities.	NAS Flight Adventure deck program.	Military Grant	\$2,000.00

Subtotal: \$4,000.00

Grand Total: \$90,000.00

*End of STEM Goal(s)*

---

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase Background Knowledge	Field trips	Title I	\$400.00
Reading	Increase Background Knowledge	Field trips	Regular Operations School Funds	\$150.00
Reading	Increase Reading and Library Circulation	Reading Books for Library	Regular Operations School Funds	\$1,235.00
Reading	Increase Reading and Library Circulation	Reading Books and Periodicals for Library	Instructional Media School Funds	\$1,817.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Increase Background Knowledge	Field trips	Title I	\$400.00
Mathematics	Increase Background Knowledge	Field trips	Title I	\$150.00
Science	Increase Background Knowledge	Field trips	Title I	\$400.00
Science	Increase Background Knowledge	Field trips	Title I	\$150.00
Science	Provide hands on Science Labs	Science lab materials	School Science Funds	\$448.00
Writing	Increase Background Knowledge	Field trips	Title I	\$400.00
Writing	Increase Background Knowledge	Field trips	Title I	\$150.00
Writing	Implement Effective Writing Curriculum	Step Up to Writing Instructional Program Teacher Editions for 3rd and 4th grade teachers	Title I	\$900.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Increase Parent involvement capacity and provide parents with ways to help at home.	Extra Pay for teachers to conduct Family Science Night Parent/Student activities	Title I	\$1,040.00
Parent Involvement	Increase Parent involvement capacity	Substitutes for teachers to hold parent conferences.	Title I	\$340.00
Parent Involvement	Family Science Night-Hands On Activities	Emerald Coast Science Center	Title I	\$400.00
Parent Involvement	School-Home Communication	Supplies for communicating with parents	Title I	\$763.00
STEM	Provide hands-on science labs focused on Florida Science standards and benchmarks including Robotics and General Science Provide learning experiences to expand and promote discussion about solar system.	Emerald Coast Science Center hands on Science instructional labs for grades 3-5. Emerald Coast Science Center Planetarium program.	Military Grant	\$30,000.00
				Subtotal: \$39,143.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On going progress monitoring grades 3-5	Discovery Education on line Assessments	Title I	\$565.00
Reading	Increase technology capacity.	Update hardware: desktops, laptops, printer	Title I	\$2,351.00
Reading	Increase Fluency-grades 1-2	Raz Kids on line subscription	SAI	\$900.00
Reading	Motivate and Stimulate Interest in Reading	Accelerated Reading and Star Reading Growth program	Title I	\$1,886.00
Reading	Provide on line learning	Brain Pop/Brain Pop Jr.	Title I	\$445.00

Reading	Provide on line learning K-2	Reading Eggs and Reading Extension	Title I	\$1,040.00
Reading	Provide on line learning	Education City	Title I	\$603.00
Reading	Provide on line learning grades 3-5	Study Island	Title I	\$333.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	On going progress monitoring.	Discovery Education on line assessments and resources.	Title I	\$565.00
Mathematics	Increase technology capacity	Up date Hardware: desktops, laptops, printer, projectors	Title I	\$2,351.00
Mathematics	Provide on line learning	Brain Pop/Brain Pop, Jr.	Title I	\$445.00
Mathematics	Provide on line learning grades 3-5	Study Island	Title I	\$333.00
Mathematics	Provide on line learning	Education City	Title I	\$603.00
Science	On going progress monitoring	Discovery Education on line assessment and resources.	Title I	\$565.00
Science	Increase Technology capacity	Update Hardware: desktops, laptops, printer, projectors	Title I	\$2,351.00
Science	Provide on line learning	Education City	Title I	\$603.00
Science	Provide on line learning	Brain Pop/Brain Pop, Jr.	Title I	\$445.00
Science	Provide on line learning grades 3-5	Study Island	Title I	\$333.00
Writing	Provide on line learning	Brain Pop/Brain Pop, Jr.	Title I	\$445.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Increase on line learning at home	Brain Pop and Brain Pop, Jr. Home Access on line subscription	Title I	\$206.00
STEM	Provide interactive technology to build STEM program and promote student discovery, inquiry, discussion and interactive learning.	WeatherBug Station. Hardware: ipads, macbook air laptops, projectors, printers. Software: Smartboard interactive math and science word problems. Internet programs: Gizmo/Reflex, and Mangahigh.	Military Grant	\$50,000.00

Subtotal: \$67,368.00

#### Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase teacher knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Increase teacher knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
Science	Increase Teacher Knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
Writing	Increase Teacher Knowledge	Substitutes for teachers to attend district trainings.	Title I	\$327.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Provide Staff Development for all grade levels. Technology Training Text Complexity and Close Reading for all Content Areas Step Up to Writing for all Content Areas Summer Institutes	Truenorthlogic online registration and course offerings for all grades levels. Emerald Coast Science Center Technology Coordinator University of West Florida	Military Grant	\$6,000.00

Subtotal: \$7,308.00



Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Provide parent involvement activities for family learning about science.	Emerald Coast Science Center to provide hands on lab center materials. Teachers to provide center instruction for parents and students.	Military Grant	\$2,000.00
STEM	Provide aerodynamics, aviation and adventure learning opportunities.	NAS Flight Adventure deck program.	Military Grant	\$2,000.00
				Subtotal: \$4,000.00
				Grand Total: \$117,819.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 9/22/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
There are currently no SAC funds.	\$0.00

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

The School Advisory Council at Navy Point Elementary will meet eight times during the 2012-2013 school year to discuss school curriculum initiative, budgets, parent involvement activities, and other business related to the school. The School Advisory Council (SAC) also serves as the Title I Parent Committee and will discuss the Title I Parent Involvement Plan and Family Compact.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Escambia School District NAVY POINT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	70%	85%	25%	243	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	67%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	73% (YES)			130	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District NAVY POINT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	69%	71%	43%	249	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	64%	54%			118	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	63% (YES)	63% (YES)			126	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					493	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested