

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SAMOSET ELEMENTARY SCHOOL

District Name: Manatee

Principal: Patricia S Stream

SAC Chair: Sharina Mitchell

Superintendent: Bob Gagnon (interim Superintendant)

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia Stream	B.S. in Elementary Education M.A. in Educational Leadership, Principal K-12	10	8	Assistant Principal at Samoset Elementary from 2005-2011. In 2009, Samoset achieved its first school grade of A and satisfied 90% of AYP criteria. In 2010, we received a grade of D and satisfied 64% of AYP criteria. The causes of this have been identified and corrected. In 2011, our school made improvements and made a C and 69% of AYP criteria was satisfied. Last year, we achieved a D but made significant growth in reading and mathematics under the growth portion and lowest quartile. Our school VAM rating for the 2012-2013 school year was Effective..
Assis Principal	Mike Kelley	B.S. in Art Education M.A. in Elementary Education, and certified in Educational Leadership.	2	2	Mike's prior school, Rowlette Elementary made a "B" last year and satisfied 87% of AYP criteria. Mike was team leader for fifth grade and on Rowlette's Leadership Team. Last year, we achieved a D but made significant growth in reading and mathematics under the growth portion and lowest quartile. Our school VAM rating for the 2012-2013 school year was Effective.

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)
Remediation teacher/data coach	Kelly Bolton	BA Criminal Justice. Alternative certification in Elementary Education. Masters in Science Education.	11	3	Kelly has worked at Samoset in various roles. She has taught 2, 4 and 5th grades. She has taught science to the entire school, and she has served as a data coach and remediation teacher. This year, she is again serving as data coach/remediation teacher. She is in charge of coordinating our Successmaker Lab, running and distributing data and Successmaker reports, and coaching math and science as needed for our teachers. Last year Samoset received a school grade of a "D"
Reading Specialist	Angela Borza	Degree in Educational Leadership, Certified K-6.	6	3	Angela has taught many grade levels at Samoset and served as the Reading Coach for 2 years. She is currently working with the District's Common Core Design team for K-2. She has helped plan and facilitate many In-Service's here at Samoset and other District schools. She will continue to coordinate In-services aligned with Samoset's four Pillars. She will help analysing data to help form remediation reading groups and supporting teachers through training and PLC's.
MTSS/Test Coordinator	Julie Stowers	BA in Speech Communication, MS Elementary Education, Specialist Degree in School Counseling, ESE Certification K-12	1	1	Julie has 9 years experience teaching K-4th grade. She has served as the RTI data manager for all Tier 3 and Tier 2 students at her previous school. She has extensive experience interpreting data of at risk students and planning modifications in instruction to best serve these students.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. At Samoset we interview new staff as a team. Each grade level and its paras, as well as administration form a committee to hire new teachers, paras for that grade level. We discuss criteria for the position before hiring and are careful to select only highly-qualified staff with a heart and dedication towards working with Title 1 students. In this way, the grade level team buys-in to the new teacher or para and provides a network of support for him/her.	Pat Stream, Principal Mike Kelley, Assistant Principal	Ongoing	
2	We appreciate teachers and staff in a variety of ways such as verbal and written appreciations. This shows staff that they are valued and helps retain highly qualified staff.	Pat Stream, Principal Mike Kelley, Assistant Principal	Ongoing	
3	We provide high-quality professional development for all teachers, especially our beginning teachers provided by our coaching staff. We provide stipend for outside of school-day PD, and provide 25 hours of NCH (non-contract hourly for collaborative planning for each classroom teacher so that they know their time and professionalism are valued. Staff are encouraged to be professionals and use their expertise and interests to create and provide appropriate programs to increase student achievement. This also shows people they are valued and allows them to use things they feel passionate and excited about to increase student engagement and achievement.	Pat Stream, Principal Mike Kelley, Assistant Principal	Ongoing	

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
Currently there are 14 out of 45 instructional staff members, or 31%, that are not ESOL endorsed.	All of the Out-of-Field staff members have been informed of their out of compliance and have been given the necessary directions for signing up on-line for ESOL courses.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	12.8%(6)	27.7%(13)	27.7%(13)	31.9%(15)	29.8%(14)	100.0%(47)	6.4%(3)	4.3%(2)	68.1%(32)

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
Angela Borza	Robin Cerny-1st grade, Livia Antoine-1st grade Becky Potter-2nd grade	Angela has taught Primary grades for many years and is Samoset's Literacy coach. She has a good relationship with all the Mentees and her knowledge of the Common Core Standards will benefit Robin, Livia and Becky teaching 1st and 2nd grades in their first year.	Angela will assist in team planning, training in LLI and Comprehension Tool Kit, grading and assessment aligned with the Common Core, using student work to guide instruction, modeling lessons in the classroom and helping analyze FAIR data. Her focus will be on Writing and reading instruction.
Julie Stowers	Tammy Merrell-4th grade	Julie has a lot of experience teaching grades K-4, and is currently our RtI specialist. Tammy is a strong teacher who has been out of teaching for about 8 years. Julie will support Tammy in the areas of policies and procedures of	Julie will support Tammy with becoming familiar with RtI, FAIR testing, Focus and progress monitoring.

		the District.	
Christian Adamson	Emily Lorenzen-4th grade	Ms. Adamson is our Guidance Counselor and she has many strategies to help with sound classroom management. Ms. Lorenzen's class has a few students who are on Tier 2 for behavior.	Ms. Adamson will assist in setting up and monitoring a classroom behavior system.
Pam Ross	Jamie Fey-Kindergarten	Ms. Ross has many years of experience teaching Primary grades and is our ESOL specialist. Her background in both areas will be an asset to Ms. Fey in her first year as a Kindergarten teacher.	Pam will support Jamie in 2 major areas: ESOL support and Beginning Reading. For the ESOL students Pam will help with strategies on how to include non-English speaking students into instruction and classroom procedures. For the Reading she will help plan a balanced Literacy block including: Phonemic awareness, vocabulary, fluency and comprehension.
Stephanie Jenkins	Katie Kitchen-5th grade	Stephanie is our 5th grade team leader and has taught Intermediate grades for over 15 years. Her knowledge of curriculum and leadership abilities will benefit Katie during her first year of teaching 5th grade.	Stephanie leads team planning and will assist with the behavior management plan for Katie's class. She will also show how to incorporate the use of literature, trade books and manipulatives into Math lessons. She will provide training on Reading Workshop which will be used across content area. She will also help organize and set up hands-on Science investigations. She will work with Katie to set up spread sheets to organize and monitor student growth.

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

Teachers are provided with collaborative planning time to ensure that student needs are met through differentiated instruction and small group instruction. SES (Supplemental Education Services Tutoring) is provided to level 1 and 2 students in reading and math in grades 4 and 5 and retained third grade students on Tuesdays and Thursdays through outside vendors. Saturday Successmaker Sessions are being planned for Quarter 2, where targeted students in grades 3, 4 and 5 will engage in 45 minutes sessions on Successmaker.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. We have the services of a part-time liaison who speaks Haitian-Creole, and one who speaks Spanish. The liaisons coordinate with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Samoset Elementary School does not have a drop-out prevention class at this time.

Title II

The district professional development department coordinates with Title II and Title III in ensuring staff development needs are provided for the school.

Title III

At Samoset, we will engage in before school tutoring for level 1 and 2 ELL students using materials and salaries provided through the ELL department of Manatee County, as funds become available, after Title 1 funds are spent. Students will receive 30-40 minutes of targeted instruction, four days a week in reading and mathematics throughout the year.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide tutoring and materials for the instruction of at-risk students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students, which includes an anti-bullying program. We have bullying referrals which inform the parents that their child has been involved in acts of bullying. These are followed by completing an anti-bullying packet with the school guidance counselor, and a meeting with the school resource officer. If acts of bullying reoccur, the school resource officer meets with the student again and sets up a plan to monitor his/her behavior. Our guidance counselor provides Kelso Choice classes to grades K-2.

Nutrition Programs

Samoset takes part in the healthy snack program, in which fruits and vegetables are provided to students daily for snack. 98% of our students receive free and reduced lunch. All of our students receive free breakfast this year.

Housing Programs

Head Start

We have hosted head start classes at Samoset in the past. This year due to space limitations, we are unable to do this.

Adult Education

Adult education programs are provided through the PIC (Parent Information Center). These programs are provided during the day at our Parents N Pastries group which is our PTO-like active parent group. Parent education programs include explanations of services available through Title 1 and other community agencies, how to help your child at school, how to effectively communicate with teachers and administrators. This year we will host a Rosetta Stone Language Learning Lab for parents to learn English and/or other languages. We will also host adult education for learning English in the evenings or on Saturdays.

Career and Technical Education

We are partnering with State College of Florida to help prepare our students to go to college after graduation from high school. State College of Florida has hosted several grade-level fieldtrips and tours to their Bradenton Campus, The principal and assistant principal have spoken to Alternative Certification Teacher Classes. The college has secured an anonymous donor who is providing a week-long scholarship for 50 of our students to attend the MCC Summer Program during the second week of July. During the 2012-13 school year, the college will hold two semester-long classes for aspiring teachers on our campus.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Pat Stream, Principal
Mike Kelley, Assistant Principal,
Julie Stowers, RtI/MTSS Coach, Facilitator
Pam Ross, ELL Teacher,
Kami Lake: Social Worker, observer
Carol Landsberg, School Psychologist, behavior
Kathleen Buckley, ESE Specialist, recorder
Chrisi Adamson, School Guidance Counselor, behavioral data manager
Karen Wall SLP
Lisa Jennings: VE Teacher: (as needed)
Kelley Bolton, Math/Science Coach
Angela Borza, Literacy Coach

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?

RtI/MTSS Leadership Team will meet:
Meeting Schedule:
Beginning of year Organizational Meeting: September 2nd to discuss team parameters, expectations and goals.
1. Monthly, as a full team (PS/RtI leadership team) to analyze results of Tier 1 and Tier 2 strategies using Progress Monitoring data for student achievement.
2. Monthly, (RtI leadership Team,) to progress monitor and problem-solve Tier 3 services for students in need. These will be meetings with individual teachers.
3. (PST Team) Bi-Weekly to discuss students receiving Tier 3 interventions in behavior such as FBAs). These will be individual teacher meetings. This will ensure that the FBAs, or other Tier 3 strategies are being implemented with fidelity and are effective. These students will be discussed as part of the weekly Problem Solving Team agenda. Teachers may request to be on the weekly agenda to revise or intensify academic services as well.

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?

In 2012-2013: The RtI Leadership team will be responsible for monitoring the implementation and progress of the behavior, reading and mathematics objectives for all students. Based on this monitoring, they will revise programs and services as outlined in the existing SIP.. with an emphasis placed on strengthening Tier 1 instruction and student achievement school-wide.
The guidance counselor, social worker and school psychologist will work together to write the suspension and attendance goals and strategies for the SIP with the input of administration.
At the end of the school year, they will help write the SIP for the next school year.

MTSS Implementation

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

Tier 1: Data will be summarized for the whole school using graphs to show quarterly student progress, and charts showing comparative percentages.
Data will be summarized for classroom teachers using quarterly spreadsheets to show percentages of gains.
Tier 2: Data will be collected weekly in a variety of formats: Teacher observation, running records, formative test scores, tally marks by categories, point sheets for behavior. Data will be summarized monthly using charts or graphs to show progress.
Tier 3: Data will be collected weekly or daily as appropriate. Data will be summarized using graphs or charts on a weekly basis.

Describe the plan to train staff on MTSS.

Teachers will engage in the following professional development classes:
September: ELL/ESOL Tier 1, II and III. In PLCs teachers will receive PD on support systems for ELL students to include components of individual student ELL plans, considerations for Tier I instruction based on Cella (Language acquisition Levels: B, LI, HI and P). Teachers will create and implement small reading and math groups to strengthen Tier I achievement of ELL students
October-November: Grade-Level PLCs: Teachers will review and reflect on student progress and adjust instruction and leveled support as the data indicates is necessary.

September-May: Work with teams weekly in PLC implementing the MTSS process for all students in academics and behavior. Train staff in school-wide behavior system and accompanying paperwork/documentation practices.

September-May: Administrators and RtI/MTSS coach will attend district sponsored trainings for RtI/MTSS. These trainings will be shared with the MTSS/RtI Leadership Team.

Describe the plan to support MTSS.

1. Weekly Grade-level PLCs facilitated by Principal, MTSS coach, and appropriate members of the MTSS team to reflect on student achievement and adjust tiered support as the data indicates is necessary.
2. Monthly progress monitoring of all students, weekly progress-monitoring of Tier 2 and 3 students.
3. Interventionists and part-time teachers are hired to work with remediation and intervention groups, along with those led by classroom teachers.
4. Successmaker and Waterford Computer Assisted Instruction is engaged in daily by students in grades K-5. Waterford: K-2, Successmaker 3-5. These provide additional practice in Reading and Math daily for all students at their level of instruction.
5. All teachers will engage in differentiated instruction for all students in reading and math. Professional development and cycles of coaching will be provided by math/science coach, literacy coach and MTSS/RtI Coach.
6. Student Support Team (ESE, Guidance and ELL) will work together to provide tiered support in behavior and academics for all students needing additional help and intensified interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Pat Stream, Principal
Mike Kelley, Assistant Principal
Angela Borza, Reading Specialist
Pam Ross, ELL Teacher
Linda Shaw, Kindergarten representative
Dawn Salvitti, 1st Grade Teacher Representative
Jessica Harden, 2nd Grade Teacher Representative
Holly Chesnoff, 3rd Grade Teacher Representative
Nicki Ricketts, 4th Grade Teacher Representative
Stephanie Jenkins, 5th Grade Teacher Representative

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

Angela Borza, facilitates the meetings. Teachers represent grade level clusters and report back to Leadership Team and grade level teams.
Team meets the first Monday of each month to discuss Tier 1 needs of the school, initiatives in place to strengthen the core, and to evaluate their effectiveness in terms of student achievement.

Monthly agendas and minutes will be available for review by Title 1.

Meeting Schedule:

October 1, 2012 3:00-4:00
November 5, 2012 3:00-4:00
December 3, 2012 3:00-4:00
January 8, 2013 3:00-4:00
February 4, 2013, 3:00-4:00
March 4, 2013, 3:00-4:00
April 8, 2013, 3:00-4:00
May 6, 2013, 3:00-4:00

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

Tier 1 initiatives to strengthen core instruction school-wide:

1. To improve and strengthen the Word work/Vocabulary component of the reading block
2. To implement consistent instruction in guided reading schoolwide using Diagnostic Reading Inventory (DRA) to inform instruction.

3. To effectively use Comprehension Toolkit strategies school-wide to strengthen comprehension across content areas.
4. To include Grammar instruction in the Writing block using the lessons from "Mechanically Inclined"

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Samoset will host one integrated VPK and one ESE PK class in the 2012-13 school year. We invite TLC, our neighborhood preschool, to bring the students and tour each year to help prepare them to attend Samoset kindergarten. TLC also engages in the summer free lunch program at our school, so the students become accustomed to the Samoset campus. Our kindergarten team and administration dialogue with Head Start and TLC to make sure the transition from preschool to elementary school goes smoothly. We will host Summer VPK classes which prepared incoming students for Kindergarten that were not part of our 2012-2013 VPK classes.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of the 2012-2013 school year, reading skills of all students will improve as evidenced by at least 41% of the whole curriculum group in grades 3-5 scoring a level 3 or above on the FCAT SSS Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students Scoring a Level 3 or ABoVe in reading 3rd Grade 28% (29 students) 4th Grade 31% (35 students) 5th Grade 29% (24 students)	41% of 3rd-5th grade students will score a level 3 or above in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack the stamina for sustaining reading of lengthy texts because fluency is not consistently built school-wide.	1.2. Fluency will be built school wide through the use of the following strategies during reading block and in cross-curriculum areas: Choral Reading, echo-reading and partner reading, guided repeated reading.	1.2. Admin: Principal and Assistant Principal; Literacy Coach.	1.2. CWT: (Classroom Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team and RtI Team	1.2. DIBELS 3 times a year using level of performance norms for grades K-5.
2	Higher order thinking skills and strategies are not consistently taught using the same language school-wide.	Teachers will engage in the use of the following thinking/comprehension skills across content areas instruction: 1. monitoring for meaning. 2. building activating and using background knowledge and schema 3. Asking questions 4. Drawing Inferences 5. Determining Importance 6. Creating sensory Images/Visualizing 7. Synthesizing Information 8. Problem-Solving	Admin: Principal and Assistant Principal; Literacy Coach.	1. Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections 3. Leadership Team reflective discussions, Lesson Plans	1. Teacher Thinking Strategies Use Rubric developed by Coaching Team and admin. 2. Student achievement on Mid Unit and End of Unit FCAT-like assessments. 3. FAIR data for reading
3	Classroom cultures and environments that promote thinking are not consistently built school-wide.	Teachers will build classroom thinking cultures by focusing on the following: 1. structuring blocks of uninterrupted time for instruction, practice and reflection. 2. Helping students take ownership of their learning. 3. Allowing students multiple opportunities for varied responses and communications to make	Admin: Principal and Assistant Principal; Literacy Coach.	1. Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections 3. Leadership Team reflective discussions, Lesson Plans	1. Student reflection journals, and content area notebooks. 2. Student achievement on Mid Unit and End of Unit FCAT-like assessments. 3. FAIR data for reading

		student thinking public. 4. Creating rigorous expectations, experiences and relationships.			
4	Active student engagement needs to increase.	1. Teachers will use the Gradual Release of Responsibility Model as an instructional framework across content areas. 2. Teachers will use Kagan and other cooperative learning structures during guided and independent practice. 3. Teachers will engage in a year-long exploration and study of Collaborative Inquiry. 4. Teachers will begin implementing mini-inquiry tasks in their reading and content area instruction.	Admin: Principal and Assistant Principal; Literacy Coach.	1. Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections 3. Leadership Team reflective discussions, Lesson Plans	1. Student achievement on Mid Unit and End of Unit FCAT-like assessments. 2. FAIR data for reading 3. District benchmark assessments.

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:	All students taking the Florida Alternative Assessment Test in Reading will score at or above a level 4 in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 of 1 students scored a level 6 in reading on the Florida Alternate Assessment test.	All students taking the Florida Alternative Assessment Test in Reading will score at or above a level 4 in 2012-2013.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the end of the 2012-2013 school year, reading skills of all students will improve as evidenced by at least 20% of the whole curriculum group in grades 3-5 scoring a level 4 or 5 on the FCAT SSS Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (47 of 247) of all students in grades 3-5 scored a Level 4 or 5	20% of all students in grades 3-5 will score a Level 4 or 5

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Not enough text discussion using higher order thinking skills.	2.1. Teachers will model think aloud text talk using higher order thinking skills and providing language stems. Students will engage in literature circles, book talks and other literary analysis activities.	Admin: Principal and Assistant Principal; Literacy Coach.	2.1. CWT: (Classroom Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	2.1. Administer end of unit assessments from Reading Street and use extended answer response as an indicator of success with higher order thinking, as well as common weekly assessments: Fresh Reads which also have extended answer response..
2	Differentiated instruction in small group setting is not consistently engaged in for students achieving at or above grade level.	Teachers will work with students in small groups weekly to advance their use of higher-order thinking skills.	Admin: Principal and Assistant Principal; Literacy Coach.	1. Administrative walk throughs and follow up reflective meetings. 2. PIC/RtI meetings will focus on the needs and successes of higher-level students using data reflection and progress monitoring.	1. Student achievement on Mid Unit and End of Unit FCAT-like assessments.

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Reading Goal #3a:

By the end of the 2012-2013 school year, reading skills of all students will improve as evidenced by at least 80% of students in grades 4-5 and retained third graders making learning gains in reading on the FCAT SSS Test.

2012 Current Level of Performance:

2013 Expected Level of Performance:

65%(130/201) of students in 4-5 and retained third.

80%(160/201)of students in grades 3-5.

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	3.1. All stakeholders need to be on the same page about student achievement using real-time data.	3.1. Weekly PLC meetings will be held focused on student achievement. Leadership Teams and RtI Teams will review data on a monthly basis.	3.1. Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	3.1. Classroom Walk-Throughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team; Data analysis monthly with RtI/PS Team	3.1. Common weekly assessments in reading, End of Unit tests in reading, DRA, LLI running records, FAIR
2	3.2. Learning gains need to be monitored consistently in grades 4 and 5 and for retained third grade students during the school year.	3.2. We will calculate a "mock school grade" using all categories at the end of each quarter so that we can determine if we are on track to meet all student learning goals.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	3.2. CWT: (Classroom Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team and RtI/PS Team	3.2. Common weekly assessments in reading, End of Unit tests in reading, DRA, LLI running records, FAIR.
3	3.3. Guided Reading Groups are not engaged in consistently school-wide	All teachers will engage in guided reading groups for all students weekly.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	CWT: (Classroom Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team and RtI/PS Team	Common weekly assessments in reading, End of Unit tests in reading, LLI running records, FAIR. (DRA) will be given twice yearly for proficient readers and three- four times during the year for struggling readers.
4	3.4. Differentiated practice is not engaged in daily for all students.	All students in Grades K-2 will do a reading session daily using Waterford (CAI). Students in grades 3-5 will do a session of reading using Successmaker Software in a Lab setting. Teachers will remediate students in areas of difficulty using reports from the Successmaker System. Saturday school will be offered 3 Saturdays a month from October-April. Students will engage in a 45 minute Successmaker session and a 45 minute reading or math session to be determined by area of need.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	CWT: (Classroom Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team and RtI/PS Team	Successmaker daily reports, leveled reports, problem area reports and proficiency reports will be used to determine student success and increases in skills proficiencies.

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.

Reading Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the end of the 2012-2013 school year, reading skills of all students will improve as evidenced by at least 80% of students in grades 3-5 making learning gains in reading on the FCAT SSS Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	80%(50/63) or above

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	4.1. Word study including vocabulary development is not consistently taught school-wide	4.1. Tier 1: Teachers will engage in word study and vocabulary development daily as a part of the 90 minute block using Content area and vocabulary materials. Words Their Way. Tier 1 Intervention: Students in grades 3-5 will engage in Successmaker Practice in a lab setting daily at least 4 times per week. Tier 2: Small Group: Voyager Passport for Word Study. Tier 3: Individual: One on one tutoring and/or A.L.L. (Accelerated Literacy Learning)	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	4.1. Common weekly assessments in reading, End of Unit tests in reading, FAIR. Tier 2/3 will be progress monitored every five days using ORF OPM.
	4.2. Students lack the stamina for sustaining reading of lengthy texts.	4.2. Tier 1: All students will receive guided reading in small group settings to advance their reading levels. Tier 1 Intervention: Students in grades 3-5 will engage in Successmaker Practice in a lab setting daily at least 4 times per week. Tier 2: Small Group Intervention as the data	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	4.2. Tier 2 and 3 are progress monitored every five days using ORFOPM, DRA and FAIR are used to provide diagnostic information.

2		indicates: Voyager Passport and Blast-off Fluency Building Materials, or Leveled Literacy Intervention System(LLI) materials will be used to provide intensive intervention to advance student reading levels. Tier 3: One on one intensive intervention according to problem areas indicated by diagnostic assessments.			
3	4.3 Students lack background knowledge and contextual vocabulary necessary to comprehend text.	4.3. Tier 1: Build background knowledge through the core series and acceleration lessons using Learning Focused Framework. Tier 2: Small Group: Use Longman Cornerstone series written for ELL students to build background knowledge and contextual vocabulary. Tier 3: One on one intensive intervention according to problem areas indicated by diagnostic assessments.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	Common weekly assessments in reading, End of Unit tests in reading Tier 2: ORF OPM every five days. Tier 3: Assessment based on Tier 3 intervention.
4	4.4 Students lack skills and strategies to comprehend non-fiction texts across content areas.	Tier 1: Use Comprehension Toolkit (GRR model) to explicitly teach the thinking skills and strategies necessary to comprehend non-fiction text across content areas. 2. Tier 2: Use non-fiction text at students' levels of proficiency to practice skills and strategies taught, in small intervention groups. Tier 3: One on one tutoring according to student need.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	Common weekly assessments in reading, End of Unit tests in reading Tier 2: ORF OPM every five days. Tier 3: Assessment based on Tier 3 intervention.
5	4.5. Lack of practice at individualized levels.	Tier 1: Daily use of Successmaker Reading Workshop for all students in grades 3-5.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	Reports from Successmaker, Areas of Difficulty Reports, Remediation Logs.	Reports from Successmaker, Areas of Difficulty Reports, Remediation Logs.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By the end of six years we will reduce our achievement gap of 69% to 35%, or 65% of Samoset students will read at or above grade level according to whatever assessment test we are using at that time.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	60%	53%	47%	40%	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By the end of the 2012-2013 school year, reading skills of minority students will improve as evidenced by 80% of minority students in grades 3-5 making growth using the FCAT DSS expected gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 47% (35/74) Hispanic: 47% (64/137)	80% of students in each subgroup will show growth according to the FCAT DSS on FCAT 2.0 Reading Test

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	5A.1: Word study including vocabulary development is not consistently taught school-wide	5A.1: Tier 1: Teachers will engage in word study and vocabulary development daily as a part of the 90 minute block using core and supplemental materials. Core = Reading Street; Supplemental = Words Their Way. Tier 2: Small Group: Voyager Passport for Word Study. Tier 3: Individual: One on one tutoring and/or A.L.L. (Accelerated Literacy Learning)	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5A.1: Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	5A.1: Common weekly assessments in reading, End of Unit tests in reading, FAIR. Tier 2 and 3: OPM =ORF every five days.
2	5A.3. Students lack the stamina for sustaining reading of lengthy texts.	5A.2: Tier 1: All students will receive guided reading in small group settings to advance their reading levels. Tier 2: Small Group Intervention as the data indicates: Voyager Passport and Blast-off Fluency Building Materials, or Leveled Literacy Intervention System materials will be used to provide intensive intervention to advance student reading levels. Tier 3: One on one intensive intervention according to problem areas indicated by diagnostic assessments.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5A.2: Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	5A.2. Tier 2 and 3 are progress monitored every five days using VPORT. DRA and FAIR are used to provide diagnostic information.
3	5A.3: Lack of practice at individualized levels.	5A.3: Tier 1: Daily use of Successmaker Reading Workshop for all students in grades 3-5. Tier 2: Students will receive remediation in areas of difficulty identified by the Area of Difficulty reports from Successmaker. Tier 3: Individualized interventions determined by student need.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5A.3: Reports from Successmaker, Areas of Difficulty Reports, Remediation Logs.	Areas of 5A.3: Reports from Successmaker, Difficulty Reports, Remediation Logs. Tier 2 and 3 students will receive OPM using ORF every ten days.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By the end of the 2012-2013 school year 80% Of ELL students will make growth in reading as evidenced by meeting expected growth on the FCAT 2.0 DSS score using School GRade definition of expected growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (29/83)	80% of ELL students will demonstrate growth on the FCAT 2.0 Reading Test by the end of the 2012-2013 school year. At least 40% of students in grades 3-5 will score a level 3 or above.

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	5B.1: Word study is not consistently taught school-wide	5B.1: Tier 1: Teachers will engage in word study and vocabulary development daily as a part of the 90 minute block using Words Their Way. Tier 2: Small Group: Voyager Passport, Words Their Way, or Targeted Phonics instruction Tier 3: Individual: One on one tutoring.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5B.1: Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team, Monthly data analysis with RtI/PS Team	5B.1: Common weekly assessments in reading, End of Unit tests in reading, FAIR. Tier 2 and 3 students: ORF every five days as OPM.
2	5B.2 Connections are not made for students among words and concepts in a way that these are easily stored and retrieved from memory.	Teachers will use graphic organizers such as word maps and Frayer model to help ELL students connect vocabulary with concepts in a way that can be easily stored and retrieved from memory. These will be used in all content areas and in all tiers of support, with increasing intensity according to student need.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5B.2 (Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team, Monthly data Meetings with RtI/PS Team	5B.2 : Common weekly assessments in reading, End of Unit tests in reading. Tier 2 and 3 students: ORF every five days as OPM
3	SB.3 Teachers do not use the CELLA results to plan for small group reading instruction.	1. Teachers will receive professional development in PLCs. 2. Teachers will use the matrix of language acquisition levels to address needs of students at all Levels, Beginning, low intermediate, high intermediate and proficient. 3. Teachers will use Language-level appropriate question stems in small group instruction at all tiers: 1, 2 and 3.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach, ELL teacher	(Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team, Monthly data Meetings with RtI/PS Team	Common weekly assessments in reading, End of Unit tests in reading. Tier 2 and 3 students: ORF every five days as OPM

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.	By the end of the 2012-2013 school year, reading skills of SWD students will improve as evidenced by 80% of SWD
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Reading Goal #5D:	showing growth according to the FCAT 2.0 DSS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	80% of SWD students will show growth by attaining expected growth increments on the 2012-2013 FCAT 2.0 DSS.

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	5C.1. SWD students need additional help with understanding and responding to "WH" questions: Who, What, Where, When, How and Why in order to increase comprehension skills.	5C.1. Speech Language Pathologist will provide training and materials to teams. Teachers will explicitly teach WH questions using modeled think aloud and Kagan structures for practice.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5C.1 CWT: (Classroom Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team, Monthly Data Analysis with Rti/PS Team	5C.1 : Common weekly assessments in reading, End of Unit tests in reading
2	5C.2. Students lack the stamina for sustaining reading of lengthy texts.	5C.2. Tier 1: All students will receive guided reading in small group settings to advance their reading levels. Tier 2: Small Group Intervention as the data indicates: Voyager Passport and Blast-off Fluency Building Materials, or Leveled Literacy Intervention System materials will be used to provide intensive intervention to advance student reading levels. Tier 3: One on one intensive intervention according to problem areas indicated by diagnostic assessments.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5C.2. Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	Tier 2 and 3 are progress monitored every five days using ORF. DRA and FAIR are used to provide diagnostic information.
3	5C.3. Students lack skills and strategies to comprehend non-fiction texts across content areas.	5C.3. Tier 1: Use Comprehension Toolkit (GRR model) to explicitly teach the thinking skills and strategies necessary to comprehend non-fiction text across content areas. 2. Tier 2: Use non-fiction text at students' levels of proficiency to practice skills and strategies taught, in small intervention groups. Tier 3: One on one tutoring according to student need.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team Monthly data analysis meeting with PS/RtI Team	5C.3. Common weekly assessments in reading, End of Unit tests in reading Tier 2 and 3 are progress monitored every five days using ORF. DRA and FAIR are used to provide diagnostic information. Tier 3: Assessment based on Tier 3 intervention.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By the end of the 2012-2013 school year, reading skills of economically disadvantaged students will improve as evidenced by 80% of Economically Disadvantaged students in grades 3-5 making learning gains according to DSS expectations on the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

54%		80% of Economically Disadvantaged will make learning gains.			
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	5D.1. Teachers need additional understanding of how to most effectively motivate and teach economically disadvantaged students.	5D.1. The teaching and support staff will engage in professional development to learn to use cooperative learning, such as Kagan structures and Tribes Activities to help engage economically disadvantaged students and build classroom communities.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5D.1 Administrative Walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	5D.1 : Common weekly assessments in reading, End of Unit tests in reading
2	5D.2 Lack of long-range goal-setting for careers and higher education.	5D.2. Teachers will engage in goal-setting with students for the following: Reading achievement, careers, and obtaining a college education. Selected grade levels will take fieldtrips to local college campuses, College classes will be held on campus. College students in these classes will mentor and encourage our students to pursue careers and higher education.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	5D2: Administrative walk-throughs, Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	5D2: Student goal-setting sheets, reading grades, reading benchmark assessments.
3	5D3: Students lack the stamina for sustaining reading of lengthy texts because fluency is not consistently built school-wide.	5D3: Fluency will be built school wide through the use of the following strategies during reading block and in cross-curriculum areas: Choral Reading, echo-reading and partner reading, guided repeated reading.	Admin: Principal and Assistant Principal; Literacy Coach, RtI Coach	CWT: Administrative walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	End of Unit Reading Tests from Core Series, FAIR, DRA and DIBELS every 5 days for tier 2 and 3 students.

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
Saturday Academies: 1. How to Use DSI and DRA:						

Developmental Spelling Inventory, Diagnostic Reading Assessment. 2. Leveled Literacy Intervention System (LLI) 3. Comprehension Toolkit	K-5 with an emphasis on training new teachers, or teachers new to the school.	Beth Severson, Manatee County PD Specialist, Angela Borza, Samoset Reading Coach.	K-5	Quarter 1 Saturdays. Quarter 2-4 will be planned as needs indicate for reading, and are planed for math.	Walk throughs, lesson plans, individual discussions with teachers.	Pat Stream, Principal, Mike Kelley, Assistant Principal.
Verticle Team Reflection and Problem Solving Related to Samoset's Four Pillars for Successful Learning: 1. Increased Student Engagement 2. Collaboration and Inquiry 3. Use of Higher Order Thinking Strategies across content areas. 4. Climate that promotes risk taking and higher order thinking.	PK -5th, FIne Arts, ESE Team, Coaching TEam	Pat Stream Principal, Angela Borza, Reading Coach, Kelly Bolton, Math Coach, Julie Stowers, RtI Coach.	School-wide	Monthly: Last Wednesday of the month: 3:15-4:15	Walkthroughs, PLC discussions, lesson plans	Pat Stream, principal; Mike Kelley, Assistant Principal.
Cella: How to use results of Cella to plan small group instruction. Infusion of level of language acquisition knowledge into small group planning for ELL students. (PLC)	K-5	Pat Stream, principal Julie Stowers, RtI coach and Pam Ross, ELL teacher	Grade level at a time	Monthly throughout the year. This will be the topic of one of four monthly PLC meetings	Walk-throughs, PLC discussions	Pat Stream, principal, Pamela Ross, ELL Teacher
Guided Reading: Planning with Grade levels and follow uo cycles of coaching including demonstration lessons and follow up reflection	K-5	Angela Borza, Reading Coach	All new teachers, any teachers who need a refresher or want to work on refining their skills in guided reading.	Cycles of coaching and individual meetings throughout the year as needed, with a focus on quarter 1.	Walk-throughs, PLC discussions	Pat Stream, principal, Angela Borza, Reading Coach
Common Core Implementation Planning with Reading and Coach	K-1	Angela Borza, Reading Coach	Grades K and 1, After School.	i hour weekly after school.	Walk-throughs, PLC discussions	Pat Stream, principal, Angela Borza, Reading Coach
Collaborative Planning by teams to improve small group remediation and intervention in reading.	2-5	Angela Borza, reading coach, team leaders, Pat Stream, principal, Julie Stowers, RtI coach	Grades 2-5, weekly after school.	Up to 1 hour weekly after school.	Walk-throughs, PLC discussions	Pat Stream, principal, Angela Borza, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School for level 1 and 2 students in grades 4 and 5 and retained third.	NCH for teachers and paras	Title 1 Basic	\$12,640.00
			Subtotal: \$12,640.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Collaborative Planning	25 hours of collaborative planning at NCH rate for all teaching staff. More hours will be added as budget allows.	Title 1 Basic	\$43,000.00
Saturday Academies	Stipend paid to participants, NCH to facilitators.	Title 1 basic	\$17,000.00
Vertical PLC once a month on Wednesday for PD reflection	Stipend paid to participants, NCH to facilitators	Title 1 Basic	\$8,000.00
Coaches to facilitate PD sessions before and after school and to include planning time	NCH for facilitators	Title 1 Basic	\$4,000.00
Other PD a needed before and after school in reading.	Stipend for participants	Title 1 Basic	\$5,000.00
			Subtotal: \$77,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach	Provides professional development in reading and writing, works with small groups of struggling readers and writers, provides job-embedded PD in reading through cycles of coaching and followup reflection.	Title 1 Salaries	\$68,000.00
RtI Coach	Provides leadership in MTSS for school, managers and monitors all tier 2 and 3 groups, progress monitors, and does the job of the test coordinator for the school.	Title 1 Salaries	\$54,000.00
Interventionists	2 highly qualified substitute teachers. These provide small group remediation in reading.	Title 1 Salaries	\$34,000.00
.50 Remediation Teacher	18.75 hours per week. This person's charge is to provide small group remediation in reading and math for retained 3rd grade students (17) 4 days a week.	Title 1 Salaries: \$10,000 from Title 1 \$4,000 from SAI Remediation Funds	\$14,000.00
.53 A.L.L Teacher	20 hours per week + benefits. She does one on one Accelerated Literacy Learning with first grade extremely struggling readers.	Title 1 Salaries	\$23,500.00
			Subtotal: \$193,500.00
			Grand Total: \$283,140.00

End of Reading Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Currently, the total number of students scoring proficient in listening/speaking is 29%(63/211). CELLA Goal #1 is to increase the number of students scoring proficient in listening/speaking by 5% to 34% by the end of the 2012-2013 school year.
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2012 Current Percent of Students Proficient in listening/speaking:

Kindergarten: 7% (4/60)
1st grade: 54% (26/49)
2nd grade: 80% (24/31)
3rd grade: 5% (2/40)
4th grade: 19% (3/16)
5th grade: 27% (4/15)

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 restraints to individually support listening and speaking strategies during daily instruction.	School-wide community circles implemented. Higher-order thinking and questioning strategies (turn and talk), inquiry-based daily instruction. Daily bi-lingual support staff in classrooms as needed.	Principal, Assistant Principal, ESOL Contacts, MTSS Team	Administration walk-throughs. PLC reflections.	CELLA
2	Instructional support for oral English vocabulary not delivered consistently school-wide.	Professional Development for implementation of community circles. Turn and talk partners will be used as an instructional strategy in all subject areas.	Principal, Assistant Principal, ESOL Contacts, MTSS Team	Administration walk-throughs. PLC reflections	CELLA
3					

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:	Currently, the total number of students scoring proficient in reading is 22% (47/211). CELLA Goal #2 is to increase the number of students scoring proficient in reading by 5% to 27% by the end of the 2012-2013 school year.
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2012 Current Percent of Students Proficient in reading:

Kindergarten: 0% (0/60)
1st grade: 23% (11/49)
2nd grade: 50% (15/31)
3rd grade: 18% (7/40)
4th grade: 50% (8/16)
5th grade: 46% (6/15)

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
	Lack of school-wide	Longman Cornerstone	Principal,	Administration walk-	CELLA

1	<p>consistency of instruction for background knowledge and vocabulary in English for oral language immersion.</p> <p>Phonemic awareness/phonetic skills are not consistently addressed school-wide.</p>	<p>reading resource implemented to support identified non-proficient ELL students.</p> <p>Comprehension Toolkit is implemented for reading comprehension support. Non-fiction text in social studies and science will be used to enrich background knowledge and content-specific vocabulary.</p> <p>School-wide implementation of Words Their Way (developmental spelling program).</p>	<p>Assistant Principal, ESOL contacts, Literacy Leader, MTSS Team</p>	<p>throughs.</p> <p>Review of collected data during PLCs.</p>	<p>FAIR data for reading</p>
2	<p>Students lack knowledge of how to use specific strategies necessary to make meaning from text</p>	<p>Tier 1: Teach specific strategies to mastery through Learning Focused Framework to supplement core materials. Use Comprehension Toolkit to explicitly teach thinking strategies using the GRR model.</p> <p>Tier 2: Small Group: All teachers on grade level, interventionist and other support staff will work with small flexible groups to remediate and accelerate learning of specific strategies as the data indicate is necessary using Longman Cornerstone or Guided Reading Books on their level.</p> <p>Tier 3: One on one tutoring tailored to student need.</p>	<p>Principal, Assistant Principal, ESOL contacts, Literacy Leader, MTSS Team</p>	<p>Administration walk-throughs.</p> <p>Review of collected data during PLCs.</p>	<p>CELLA</p> <p>FAIR data for reading</p>

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.			Currently, the total number of students scoring proficient in writing is 16% (63/211). CELLA Goal #3 is to increase the number of students scoring proficient in writing by 5% to 21% by the end of the 2012-2013 school year.		
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
<p>Kindergarten: 2% (1/60)</p> <p>1st Grade: 14% (7/49)</p> <p>2nd Grade: 42% (13/31)</p> <p>3rd Grade: 3% (1/40)</p> <p>4th Grade: 50% (8/16)</p> <p>5th Grade: 20% (3/15)</p>					
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
	Grammar and spelling (conventions) in English	Words Their Way will be used to address	Principal, Assistant	Administration walk-throughs.	CELLA

1	not addressed consistently school-wide.	developmental stages of spelling. Literacy Leadership Team-book study for every grade level using Mechanically Inclined.	Principal, Literacy Leadership Team, ESOL Contacts, MTSS Team	Review of collected writing samples and data during PLCs.	Writing benchmark assessments/rubric. Classroom formal and informal assessments/rubric.
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide appropriate dictionaries for ELL students	Dictionaries for ELL students	Title 1 Basic	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By the end of the 2012-2013 school year, math skills of all students will improve as evidenced by at least 34% of the whole curriculum group scoring a level 3 on the FCAT SSS Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (72)	34% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom cultures and environments that promote thinking are not consistently built school-wide.	Teachers will build classroom thinking cultures to strengthen the core (Tier 1) by focusing on the following: 1. structuring blocks of uninterrupted time for instruction, practice and reflection. 2. Helping students take ownership of their learning. 3. Allowing students multiple opportunities for varied responses and communications to make student thinking public. 4. Creating rigorous expectations, experiences and relationships.	Principal, Assistant Principal, Reading Specialist, Remediation Teacher	1. Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections 3. Leadership Team reflective discussions, Lesson Plans	1. Student reflection journals, and content area notebooks. 2. Student achievement on Mid Unit and End of Unit FCAT-like assessments. 3. County Benchmark Assessments.
2	Teachers school-wide do not engage consistently in small group math instruction	We will use intervention teachers on each grade level, as well as our math/science coach and grade level teachers to provide flexible groupings for students needing remediation of skills and concepts in order to strengthen the core (Tier 1).	Assistant Principal, Principal; & math/science	Administrative Walk Throughs, Reviewing Lesson Plans	Results of Pre-Post Test in Math and Weekly Common Assessments.
3	Teachers school-wide do not consistently use real-life scenarios to set the stage for problem-solving.	Math/Science coach and Admin will plan with teams to incorporate real life problem solving scenarios into daily instruction.	Assistant Principal, Principal; & Math/Science COach.	Administrative Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math and Weekly Common Assessments.
	Higher order thinking skills and strategies are not consistently taught using the same language school-wide.	Teachers will engage in the use of the following thinking/comprehension skills across content areas instruction to strengthen the core (Tier 1):	Principal, Assistant Principal, Reading Specialist, Math/Science Coach.	1. Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections 3. Leadership Team reflective discussions, Lesson Plans	1. Teacher Thinking Strategies Use Rubric developed by Reading Specialist, Remediation Teacher and

4	<ol style="list-style-type: none"> 1. monitoring for meaning. 2. building activating and using background knowledge and schema 3. Asking questions 4. Drawing Inferences 5. Determining Importance 6. Creating sensory Images/Visualizing 7. Synthesizing Information 8. Problem-Solving 	<ol style="list-style-type: none"> admin. 2. Student achievement on Mid Unit and End of Unit FCAT-like assessments. 3. County Benchmark Assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	2011 school year, math skills of all students will improve as evidenced by at least 30% of the whole curriculum group in grades 3-5 scoring a level 4 or 5 on the FCAT SSS Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (62)	30% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently differentiate instruction in small group settings for higher achieving math students.	Teachers will use the Gradual Release model in math instruction. Following instruction, guided practice will be provided in small group settings for all students, with an emphasis on	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach	Administrative Walk Throughs, Reviewing Lesson Plans; PLC reflective dialogue.	Results of Pre-Post Unit Tests in Math ,Common Assessments, County Benchmark Assessments

		enrichment and extension for higher achieving students.			
2	Teachers do not consistently involve students in real-life math projects which allow them to apply, analyze, synthesize and evaluate data.	Samoset will write math projects for students to engage in during each unit. Students will work as partners to complete math projects. during each unit.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach	Administrative Walk Throughs, Reviewing Lesson Plans; Projects will be assessed by grade-level rubrics.	Results of Pre-Post Unit Tests in Math ,Common Assessments, County Benchmark Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		2012-2013 school year, math skills of all students will improve as evidenced by at least 80% of students in grades 4 and 5 and retained third grade students making learning gains on the FCAT SSS Math Test according to expected gains on the DSS.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
64% (103)		80% (113)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All stakeholders need to be on the same page about student achievement using real-time data.	Professional Learning communities (PLC) for each grade level will meet weekly with admin and once monthly with the RtI team to discuss the progress of students in math using weekly common and quarterly	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach	Administrative Walk-Throughs), Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	Common weekly assessments in math, Quarterly Post tests in math, District Benchmark Assessments 3 X's a Year,

		assessments. Instruction (Tier1) and remediation (Tier 2 and 3) will be adjusted based on data so that learning gains will occur for all students.			
2	Learning gains need to be monitored consistently in grades 4 and 5 during the school year.	We will calculate a "mock school grade" using all categories at the end of each quarter so that we can determine if we are on track to meet all student learning goals.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach	Administrative Walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	Common weekly assessments in math, Quarterly Post Tests in math, District Benchmark Assessments 3 X's a Year,
3	Students do not consistently receive differentiated practice on their individual level of proficiency.	Tier 1: We will use Successmaker Math Program daily for 40 minutes for each student in grades 3-5 in a lab setting. Teachers will remediate students in areas of difficulty as the data from the program indicate is necessary. Tier 2: Intervention groups will be implemented for the lowest 20# in each grade level. Progress will be monitored weekly using a math fluency measure. Tier 3: Students will receive targeted individual tutoring as the data indicates is necessary.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach	Administrative Walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	Reports and data from the Successmaker Math Program. Tier 2/3 will be progress monitored by a math fluency measure, or other assessment as is appropriate for their interventions.
4	Struggling students require additional time to master math skills and strategies	Saturday school will be offered 3 Saturdays a month from October-April. Struggling math students (level 1 and 2) will be targeted for these sessions. Students will engage in a 45 minute Successmaker session and a 45 minute reading or math session to be determined by area of need	Pat Stream, Principal	Successmaker Reports will be analyzed for growth. FCAT 2.0 results and results of math unit tests will be used to determine growth of these students.	FCAT 2.0 results on math test. Successmaker reports.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	2012-2013 school year, math skills of struggling students will improve as evidenced by at least 80% of the lowest quartile making learning gains on the FCAT SSS Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(30)	80% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers school-wide do not engage consistently in small group math instruction	Tier 1: Teachers will use small flexible groups to remediate skills as indicated by data from common weekly assessments. 2. Tier 2: Math Coach, Interventionists and VE Resource Teacher will work with students requiring Tier 2 interventions in small groups. 3. Tier 3: Student will receive 1 on 1 coaching as determined by the RtI team.	Admin: Principal and Assistant Principal; Math/Science Coach, RtI/MTSS Coach	CWT: Administrative Walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	Common weekly assessments in math, Quarterly Post Tests in math, District Benchmark Assessments 2 X's a Year,
2	Teachers school-wide do not consistently use real-life scenarios to set the stage for problem-solving.	1. Tier 1: Remediation Teacher/Data Coach and Admin will plan with teams to incorporate real life problem solving scenarios into daily instruction. 2. Tier 2: Math Coach, Interventionists and VE Resource Teacher will work with students requiring Tier 2 interventions in small groups 30 minutes per day using real-life scenarios. 3. Tier 3: Student will receive 1 on 1 coaching as determined by the RtI team.	Admin: Principal and Assistant Principal; Math/Science Coach, RtI/MTSS Coach	Administrative walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team	Common weekly assessments in math, Quarterly Post Tests in math, District Benchmark Assessments 2 X's a Year,
	Students need to receive instruction/ practice daily on their individual level of proficiency in math.	Tier 1: All students in grades 3-5 will complete a 20 minutes session of math using Successmaker daily. Teachers will remediate students in areas of need as indicated by data reports. Tier 2: Intervention	Admin: Principal and Assistant Principal; Math/Science Coach, RtI/MTSS Coach	Administrative Walkthroughs, Review of the data/Discussions during Professional Learning Communities (PLC), Reflections with Leadership Team.	Date reports from Success-maker, Tier 2 and 3 will be monitored weekly using a math fluency measure or assessment appropriate to the intervention

3	groups will be implemented for the lowest 20% at each grade level. Targeted interventions will be determined as the data indicates is necessary. Tier 3: Individual tutoring will be provided using targeted interventions determined by the PS-Rtl Team.		
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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 2012 achievement gap is 67%. 33% of students in grades 3-5 scored at or above a level 3 on the FCAT 2.0 Math Test. By the end of the 2017 school year 67% of Samoset students in grades 3-5 will achieve on grade level status by the				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	60%	53%	46%	39%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By the end of the 2012-2013 school year, Math Skills of minority students will improve as evidenced by 80% of all minority students in grades 3-5 demonstrating expected learning gains on the DSS scores of the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 43% (32) Hispanic: 56% (77)	80% of all minority students in grades 3-5 will demonstrate learning gains on FCAT 2.0 math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific Math Vocabulary is not taught consistently throughout the school	Tier 1: Launch each unit in math by previewing important vocabulary Use best practices from Learning Focused Frameworks such as the Frayer Model or Word Maps to organize information about math vocabulary. Tier 2: Reteach math vocabulary in +30 groups. Tier 3: Work with students 1 on 1 with vocabulary concepts.	5A.1: Pat Stream, Principal, Mike Kelley, Assistant Principal; math/science coach, Rtl/MTSS coach	Administrative walkthroughs, Reviewing Lesson Plans	Results of Pre-Post Test in Math and Weekly Common Assessments, and County Benchmark Assessments.
	See all previous objectives for math, as well as the following for ELL, SWD and Economically				

2	Disadvantaged students. These students fit into all of those categories and shall receive the same interventions and strategies.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By the end of the 2012-2013 school year, math skills of ELL students will improve as evidenced by 80% of ELL students in grades 3-5 demonstrating learning gains, by making expected gains on the FCAT 2.0 DSS score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% ()	80% of all ELL students in grades 3 (retained third) and 4-5 grade students will demonstrate learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently connect reading/thinking strategies to the thinking/reading processes needed for mathematical problem-solving.	Teachers will engage in think aloud modeling and explicitly connect reading/thinking strategies to mathematical problem solving in the context of word problems	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science COach	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 2 X per year.
2	ELL students need additional help with understanding and responding to "WH" questions: Who, What, Where, When, How and Why. This impacts success with math word problems.	Teachers will engage in think aloud modeling to help ELL students understand and respond to WH questions in the context of math word problems.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach, ELL TEACHER	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 3 X per year.
3	Teachers do not consistently use the results of CELLA tests to consider level of language acquisition and its implications for instruction.	Teachers will engage in PD to learn how to analyze Cella results. Teachers will use levels of language acquisition to provide vocabulary and language instruction during math whole group and small group instruction. They will also match question stems and types to level of language acquisition for ELL students.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach, ELL TEACHER	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 2 X per year.
4	Teachers do not consistently use graphic organizers to ensure connections between related concepts are learned and understood so that students can store and retrieve concepts more fluently in and from memory.	Teachers will use graphic organizers to teach connections among concepts and vocabulary. Pictures, as well as words will be used on the organizers. Students will be required to explain the connections between the concepts in the graphic organizers.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Math/Science Coach, ELL TEACHER	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 2 X per year.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By the end of the 2012-2013 school year, math skills of SWD students will improve as evidenced by 80% of SWD students in grades 3-5 making learning gains on the FCAT 2.0 SSS Test by making expected DSS gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% ()	80% of students in grades 3(retained) and 4 and 5 will make learning gains.

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	5C.1. Full time VE Students do not interact with grade level peers in math.	5C.1. Full time VE Students will be mainstreamed for math, as appropriate. Students remaining in the Full time VE class room will receive small group math instruction using grade-level materials from the core series.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 3 X per year.
2	5C.2. Teachers do not consistently connect reading/thinking strategies to the thinking processes needed for mathematical problem-solving, especially in the context of word problems.	5C.2. Teachers will engage in think aloud modeling and explicitly connect reading/thinking strategies to mathematical problem solving in the context of word problems.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 3 X per year.
3	5C.3: SWD students need additional help with understanding and responding to "WH" questions: Who, What, Where, When, How and Why. This impacts success with math word problems.	5C.3 Teachers will engage in think aloud modeling to help students with disabilities understand and respond to WH questions in the context of math word problems.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 3 X per year.
4	5C.4: Teachers do not consistently use manipulatives to build understanding of concepts with SWD students.	5C.4: Teachers will use manipulatives to build conceptual mathematical knowledge with SWD students. Before progressing to abstract representations, teachers will connect knowledge gained from manipulatives to abstract through the intermediate step of visual representation.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math , Weekly Common Assessments and County Benchmark Assessments 3 X per year.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By the end of the 2012-2013 school year, math skills of Economically Disadvantaged students will improve as evidenced by 80% of all ED students in grades 3-5 making learning gains on the FCAT 2.0 mathematics test as evidenced by attaining expected DSS gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

55% ()			80% of all economically disadvantaged students will make learning gains (retained 3rd) and 4th and 5th.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific Math Vocabulary is not taught consistently throughout the school	Launch each unit in math by previewing important vocabulary Use best practices from Learning Focused Frameworks such as the Frayer Model or Word Maps to organize information about math vocabulary.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans	Results of Pre-Post Test in Math and Weekly Common Assessments.
2	Teachers school-wide do not engage consistently in small group math instruction	We will use intervention teachers on each grade level, as well as the math coach and grade level teachers to provide flexible groupings for students needing remediation of skills and concepts.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans	Results of Pre-Post Test in Math and Weekly Common Assessments.
3	Teachers school-wide do not consistently use real-life scenarios to set the stage for problem-solving.	Math Coach and Admin will plan with teams to incorporate real life problem solving scenarios into daily instruction.	Mike Kelley, Assistant Principal, Pat Stream, Principal; & Remediation Teacher	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Math and Weekly Common Assessments.

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
Infusion of the same thinking strategies used in literacy into mathematics instruction: 1. monitoring for meaning. 2. building activating and using background knowledge and schema 3. Asking questions 4. Drawing Inferences 5.	Grades K-2	Kelly Bolton, MathCoach, Grades K-2 Pat Stream, Principal, 3-5	1. Teachers in Grades K-2 will plan and reflect with Kelly Bolton. 2. Teachers in grades 3-5 will plan and reflect with Pat Stream.	Sept - Ongoing monthly at PLCs	Classroom walkthroughs and reflections with teams and individual teachers.	Pat Stream, Principal Mike Kelley, Assistant Principal.

Determining Importance 6. Creating sensory Images/Visualizi 7. Synthesizing Information 8. Problem-Solving						
Math Workshop Model using Gradual Release of responsibility.	K-2 3-5	Kelly Bolton, MathCoach, Grades K-2 Pat Stream, Principal, 3-5	1. Teachers in Grades K-2 will pan with Kelly Bolton to learn and implement the common core standards in math. (Grade 2 teachers will familiarize themselves with the standards.) 2. Teachers in Grades 3-5 will plan with PAT Stream to effectively implement the math workshop model with an emphasis on real-life problems solving and infusion of thinking strategies into this content area.	Sept - Ongoing monthly at PLCs.	Classroom walkthroughs and reflections with teams and individual teachers. Math coach will model effective lessons, coteach and reflect with teachers.	Pat Stream, Principal Mike Kelley, Assistant Principal.
Using real-time data to plan and implement differentiated instruction through math groups.	3-5	Pat Stream, Principal, Kelly Bolton, Math Coach and Julie Stowers, MTSS Coach.	Teachers in ESE and Grades 3-5.	Sept-Ongoing. Team meetings, data chats and progress monitoring meetings.	Principal and coaches will reflect with teachers on collected real-time data, help assign groups and monitor the effectiveness of small group instruction.	Pat Stream, Principal Mike Kelley, Assistant Principal.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Small group differentiated instruction.	Moving with Math student books and pre-post tests. We will use what we already have and replace materials when needed.	Title 1 Basic	\$2,000.00
Strengthening the core through guided problem-solving practice.	FCAT 2.0 Florida Ready Practice Books. GRades 4 and 5	Title 1 basic	\$3,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Planning with Grades K and 1 teachers for mathematics implementation	Non-contract hourly	Title 1 Basic	\$5,000.00
Planning with 2-5 teachers for best practices in mathematics blending common core with NGSSS	Non-contract hourly	Title 1 Basic	\$5,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Provides Professional Development in mathematics with an emphasis on COMon CORE		

Math/Science Coach	implementation for grades K and 1, Provides coaching, demonstration lessons, data analysis and reflection sessions and planning with all grade level teams.	Title 1 Salaries	\$56,000.00
Interventionist	Substitute highly qualified teacher who works all year for the school at long term sub pay. Provides small group intervention in math and reading to struggling students.	Title 1 Salaries	\$17,800.00
			Subtotal: \$73,800.00
			Grand Total: \$88,800.00

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:	Science Skills of Samoset students will improve as evidenced by at least 30% of Grade 5 students scoring at above a level 3 on the FCAT Science Test in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack scientific inquiry skills.	Teachers in fifth grade will model the use of science notebooks so that students can record the results of classroom inquiries.. 5th grade teachers and students will engage in weekly experiments and/or inquiry projects	Pat Stream, Principal, Mike Kelley, Assistant Principal; & Math/Science Coach	Administration Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Science , Weekly Common Assessments and County Benchmark Assessments 2 X per year in Grade 5
2	Higher order thinking skills and strategies are not consistently taught using the same language school-wide.	Teachers will engage in the use of the following thinking/comprehension skills across content areas instruction: 1. monitoring for meaning. 2. building activating and using background knowledge and schema 3. Asking questions 4. Drawing Inferences 5. Determining Importance 6. Creating sensory	Pat Stream, Principal, Mike Kelley, Assistant Principal; & Math/Science Coach	1. Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections	Results of Pre-Post Test in Science , Weekly Common Assessments and County Benchmark Assessments 2 X per year in Grade 5

		Images/Visualizing 7. Synthesizing Information 8. Problem-Solving			
3	Active student engagement needs to increase in science instruction.	1. Teachers will use the Gradual Release of Responsibility Model as an instructional framework across content areas. 2. Teachers will use Kagan, Tribes Activities and other cooperative learning structures during guided and independent practice.	Pat Stream, Principal, Mike Kelley, Assistant Principal; & Math/Science Coach	Admin Walk-throughs and follow-up reflective meetings, 2. PLC reflections 3. Leadership Team reflective discussions, Lesson Plans	Results of Pre-Post Test in Science , Weekly Common Assessments and County Benchmark Assessments 2 X per year in Grade 5

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:	Science Skills of Samoset students will improve as evidenced by at least 30% of Grade 5 students scoring at or above a level 3 on the FCAT Science Test in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	30%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Skills of Samoset students will improve as evidenced by at least 6% of Grade 5 students scoring at or above a level 4 on the FCAT Science Test in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	6% (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
Students lack background knowledge in science.	We will use Aims Science Modules which are aligned to Florida standards to supplement our	Pat Stream, Principal, Mike Kelley, Assistant Principal; & Math/Science	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and	Results of Pre-Post Test in Science , Weekly Common Assessments and

1		National Geographic COre Science Series. These are inquiry-based modules in physical science, earth science and life science. These will be used to extend and enrich the scientific thinking of our higher level students.	Coach	grade-level PLCs	County Benchmark Assessments 2 X per year in Grade 5
2	Small group differentiated instruction in Science is lacking in Grades 3-5.	Through the use of the gradual release model, we will engage above level students in differentiated instruction following direct instruction and guided practice. Students will engage in reading graphic science novels, as well as inquiry-based projects to enhance and extend their scientific thinking.	Pat Stream, Principal, Mike Kelley, Assistant Principal; & Math/Science Coach	Classroom Walk Throughs, Reviewing Lesson Plans. Reflections in Leadership Team, and grade-level PLCs	Results of Pre-Post Test in Science , Weekly Common Assessments and County Benchmark Assessments 2 X per year in Grade 5

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

the same thinking strategies used in literacy into science instruction: 1. monitoring for meaning. 2. building activating and using background knowledge and schema 3. Asking questions 4. Drawing Inferences 5. Determining Importance 6. Creating sensory Images/Visualizing 7. Synthesizing Information 8. Problem-Solving	K-5	Kelly Bolton, Math/Science Coach, Sarah Mitchell, Science Teacher, Pat Stream, Principal	School-wide	Monthly in PLCS, and in grade level planning sessions.	Lesson Plans, Classroom walkthroughs, teacher reflections in PLCS, and planning sessions.	Principal, Assistant Principal.
Collabrative Inquiry Practices, blending reading, research, science and math strategies and skills.	K-5	Kelly Bolton, Math/Science Coach and Angela Borza, Literacy Coach	School-Wide	Job-Embedded: Modeled lessons, coteach with reading and math/science coach. Reflective sessions follow. Coaches will conduct PD sessions as needed for each team. After School on Wednesdays Vertical Team PDs will be used also.	Lesson Plans, Classroom walkthroughs, teacher reflections in PLCS, and planning sessions	Principal, Assistant Principal.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Non-Fiction Science Tradebooks for classroom lending libraries	Leveled non-fictions, topical science texts	Title 1 Basic	\$1,000.00
Provide on demand science test taking practice mini unit following each science unit of instruction	1. Test Ready Science books for students and teachers manuals	Title 1 Basic	\$500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
5th grade teachers will attend Science Professional Development offered by Manatee County			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Printing, Science Notebooks		Title 1 Basic	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,000.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	All students at Samoset Elementary School will improve their writing skills as evidenced by 4th grade students achieving AYP in writing by demonstrating at least 80% of fourth grade students achieving a level 3 or higher on the Florida Writes Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (73)	80% or higher (at least 68)

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 need to transfer writing strategies to writing on demand timed tasks.	Teachers will alternate teaching Units of Study with Writing on Demand Tasks and assess students bi-weekly to make sure they are transferring what has been learned in Units of Study to Writing on Demand tasks.	Pat Stream, Principal, Mike Kelley, Assistant Principal, Angela Borza, Literacy Coach	Admin will read and score all writing assessments every two weeks. Data will be discussed in 4th grade PLCS every two weeks.	Writing on Demand Prompts, County Writing Assessments.
2	Teachers need to conference with students and remediate writing skills as needed.	Teachers, paras and grade level interventionists will be trained to conference effectively with students and help them improve their writing.	Pat Stream, Principal, Mike Kelley, Assistant Principal, Angela Borza, Literacy Coach	Admin will read and score all writing assessments every two weeks. Data will be discussed in 4th grade PLCS every two weeks.	Writing on Demand Prompts, County Writing Assessments.
3	Teachers need to use student writing to responsively teach to student needs.	Our literacy coach will engage in cycles of coaching to model teaching responsively to student needs based on contents of writing samples.	Pat Stream, Principal, Mike Kelley, Assistant Principal, Angela Borza, Literacy Coach	Administrative walkthroughs, reflective discussions with individual teachers and PLC reflective dialogue.	Writing on Demand Prompts, County Writing Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Units of Study	4th grade writing	Angela Borza, literacy coach	ALL fourth grade teachers and fulltime VE teacher.	Embedded PD ONgoing	Walkthroughs, reading on demand writing prompt student responses	Pat Stream, Principal, Angela Borza, literacy coach
Review of anchor and scoring example papers from Camel Prompt 2012.	4th	Pat Stream, Nicki Ricketts, 4th grade team leader	all fourth grade teachers and Principal	November, 2012	Principal will score writing with fourth grade teachers and develop anchor papers from student writing.	Pat Stream, Principal
FCAT 2.0 Writing Conference: How to Raise Scores.	4th Writing	Melissa FOurney	2 fourth grade teachers	October 25th and 26th.	Principal will read On demand writing prompts written by fourth grade students.	Pat Stream, Principal
How to Score FCAT 2.0 Writing	4th	Beth Severson, offered through Manatee County	all fourth grade teachers and Principal	October, November	Principal will score writing with fourth grade teachers and develop anchor papers from student writing.	Pat Stream, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing COnference	Melissa Fourney	Title 1 Basic	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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:	Number of students with excessive absences and tardies will be reduced by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
17% had 10 or more absences	10% with ten or more absences
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
107 (10 or more unexcused absences)	62 (10 or more unexcused absences)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
92 (10 or more tardies)	62 (10 or more tardies)

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 understanding that attendance is important as it impacts student achievement. In addition, parents understanding that students arriving to school on time is important to academic success as well.	<ol style="list-style-type: none"> 1. Use Ed-Connects to notify parents of absences 2. Discuss importance of good attendance in Newsletter and at SAC meetings, as well as quarterly Ed-Connect messages. 3. Guidance counselor and/or school social worker will make parent contact and offer resources, assistance, and encouragement to increase attendance and punctuality when school is in session 4. Guidance counselor, school social worker, and administration will implement incentive program for parents to recognize parental effort made to improve attendance and punctuality 	Pat Stream, Principal, Mike Kelley, Assistant Principal, Christian Adamson, Counselor, Kami Lake, Social Worker	Reviews of data: Reports of attendance and tardies	Reports of attendance and tardies
	Student understanding	1. Run monthly report	Christian	Reviews of data:	Reviews of data:

2	that attendance is important to their social, emotional, and academic success.	to identify students that are at-risk for attendance/tardy issues 2. School counselor and/or social worker will implement incentive program for students to recognize student effort made to improve school attendance/punctuality	Adamson, School Counselor Kami Lake, School Social Worker	Reports of attendance and tardies	Reports of attendance and tardies
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Unit of Study Replacement Books		Title 1	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Melissa Fourney Conference	COncference fee, Per Diem expenses and 1 hotel room for one night for 2 teachers	Conference fee, SAC (\$500) Other expenses Title 1 (\$500)	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Students will improve their behavior as evidenced by in-school and out of school suspensions decreasing in 2011-2012 by 10% each respectively.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
15	13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
83 suspensions	75 suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
40	36

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom rules are not consistent throughout the school.	Tier 1: Leadership team will create school-wide expectations that will be posted throughout school. These will include common area expectations such as hallway, playground cafeteria, car-riders and classroom. All staff will be trained in "expectation" language for classroom rules. Tier 2: Students identified as at-risk for discipline issues will be placed on a check in/out system and have daily tracking sheets. Tier 3: Students not responding to Tier or Tier 2 interventions will receive one on one counseling, or an FBA according to determinations by RtI/PS Team	Chrisi Adamson, Guidance Counselor, Pat Stream, Principal, Mike Kelley, Assistant Principal	Data will be reviewed each quarter to determine the effectiveness of classroom/school interventions for behavioral issues.	Office Discipline Referrals and classroom tracking sheets.
	Lack of positive incentives for students following behavior program.	1. School-wide incentive program (appreciations) will be implemented and used in entire school by all	Chrisi Adamson, Guidance Counselor, Pat Stream, Principal, Mike Kelley,	Guidance Counselor and admin will meet to discuss effectiveness of incentive program and adjust as necessary.	Leadership Team evaluation of incentive effectiveness quarterly.

2		staff and faculty. 2. Students will be able to trade in "appreciations" for a variety of different preferred activities/rewards.	Assistant Principal		
3	Lack of a school-wide consistent system for shaping the behavior of tier 2 students.	1. Students identified as at-risk for discipline issues will be placed on a check in/out system and have daily tracking sheets. 2. Students on check in/out will have an increased frequency of incentive opportunities. 3. Students on check in/out with have a staff mentor assigned	Chrisi Adamson, Guidance Counselor, Pat Stream, Principal, Mike Kelley, Assistant Principal	Data will be reviewed each quarter to determine the effectiveness of of Tier 2 strategies.	Check-in check out sheets, ODRs, Classroom Tracking sheets
4	Lack of Tiered Supports for teaching and shaping coping strategies and conflict resolution choices	Tier 1. Schoolwide, school counselor will deliver classroom guidance lessons on conflict resolution (K-1: Kelso, 2-5 Second Step Program) Tier 2. Students with a history of aggression will be targeted for small group counseling for coping strategies. Tier 3: Individualized interventions will be assigned to fit the needs of each student.	Chrisi Adamson, Guidance Counselor, Pat Stream, Principal, Mike Kelley, Assistant Principal	Data will be reviewed each quarter to determine the effectiveness of of Tier 1, 2 and 3 strategies	Check-in check out sheets, ODRs, Classroom Tracking sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Tools 1	Prek-5	Chris Bratton	School-wide	October 12, 2012 Inservice Day: Full day training	Reflection with teachers and leadership team	Pat Stream, Principal
School-Wide Positive Discipline Plan	PreK-5	Christian Adamson, Pat Stream, Mike Kelley	Schoolwide	School SIP DAY, August	Ongoing teacher reflection, classroom walkthroughs and observations, analysis of ODRs and Classroom tracking sheets	Pat Stream, Principal, Christian Adamson, Guidance Counselor, Mike Kelley, Assistant Principal
Check-in, Check-out system	Leadership Team, Individual Teacher Meetings	Christian Adamson	Leadership Team, Individual Teacher Meetings	November	Reflection with teachers using the system	Pat Stream, Principal, Christian Adamson, Guidance Counselor, Mike Kelley, Assistant Principal

Community Circles/Classroom Meetings	PreK-5	Holly CHesnoff, Jessica Harden	Grade Level Team representatives	Mornings before school, Study Group meets monthly	Walkthroughs, whole school reflections during staff meetings	Pat Stream, principal, Mike Kelley, assistant principal
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Books for Behavior Tools Training	Behavior Tools Books	Textbook: Non-adopted	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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>	Parent Involvement at Cumulative events will increase by 10% or more during the 2011-2012 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 1,198 parents attended activities including SAC, Pastries N Parents, Conferences and Awards as evidenced by sign-in sheets.	1,320 parents will attend school events as evidenced by sign-in sheets.

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
	Language is a barrier to understanding and communication.	1. Translators 2. Materials in Spanish and English 3. Language Lab for Parents to Learn English	Admin: Pat Stream, Principals and Mike Kelley, Assistant Principal	Keep track of the number of participants attending parent events	Sign in Sheets

1		using Rosetta Stone 4. Parents will be invited to conferences to discuss student achievement. Student achievement will be discussed at each SAC meeting and Pastries and Parents meetings.			
2	Parents want to know how to volunteer and join school planning and review committees.	1. Ed-Connects in Spanish and English 2. Discussions of how to volunteer and join committees at Pastries and Parents and SAC meetings.	Admin: Pat Stream, Principal and MikeKelley, Principal	Keep track of the number of participants attending parent events	Sign in Sheets
3	Parents want to know learn English and how to help their students succeed	Saturday School will be held for students 3 weeks a month. Parent English Classes will be offered at this time as well. PArnts have also asked for help with reading and math so they can help their children. This will also be provided at Saturday School	Admin: Pat Stream, Principal and Mike Kelley, Assistant Principal	Attendance Rosters, Reflections with teachers and participants	Parent Satisfaction Surveys

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
How to create materials for parents to use to increase reading comprehension at home.	K-5	Pat Stream,Principal, Angela Borza, Reading Coach	K-5 in grade level PLCs	Quarterly during PLC times.	Created artifacts by grade level	Pat Stream Principal
Making Parents feel valued as educational partners.	K-5	Pat Stream, Principal, CHristian Adamson, guidance counselor	K-5 in vertical PLC	Vertical PLC Semester 1	SAC discussions, Discussions with parents and Pastries groups	Pat Stream Principal

Parent Involvement Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent English Classes	Rosetta Stone Lab Instructor	Parent Involvement: Title 1	\$2,500.00
Parent English Classes at Saturday School	Instructor and child care provider	Parent Involvement: Title 1	\$3,000.00
	Parent Textbooks for Classes	Parent Involvement: Title 1	\$500.00
Newsletter and other translation and printing costs	Printing of newsletter and other translated documents	Parent Involvement Title 1	\$1,000.00
			Subtotal: \$7,000.00
Grand Total: \$7,000.00			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:			Samoset will develop a plan for STEM and Introduce/ familiarize the faculty to STEM and how it can be used to solve real world problems.		
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 professional development and staff lack of knowledge about STEM	Leadership team develops a plan Faculty meetings, PLC's, and Common planning with coaches provide opportunities for professional development.	Administration, Math Coach, Science Coach	Group Discussions, Feedback from PD	Meeting notes and agendas

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
What is STEM	K-5	Pat Stream Principal, Sarah Mitchell, Science Teacher, Kelly Bolton, Science/Math Coach	Schoolwide K-5 Coaches Admin	PLCs, Staff meetings, Planning time with coaches	Discussion	Administration

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

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	Saturday School for level 1 and 2 students in grades 4 and 5 and retained third.	NCH for teachers and paras	Title 1 Basic	\$12,640.00
CELLA	Provide appropriate dictionaries for ELL students	Dictionaries for ELL students	Title 1 Basic	\$500.00
Mathematics	Small group differentiated instruction.	Moving with Math student books and pre-post tests. We will use what we already have and replace materials when needed.	Title 1 Basic	\$2,000.00
Mathematics	Strengthening the core through guided problem-solving practice.	FCAT 2.0 Florida Ready Practice Books. GRades 4 and 5	Title 1 basic	\$3,000.00
Science	Provide Non-Fiction Science Tradebooks for classroom lending libraries	Leveled non-fictions, topical science texts	Title 1 Basic	\$1,000.00
Science	Provide on demand science test taking practice mini unit following each science unit of instruction	1. Test Ready Science books for students and teachers manuals	Title 1 Basic	\$500.00
Attendance	Unit of Study Replacement Books		Title 1	\$500.00
				Subtotal: \$20,140.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Collaborative Planning	25 hours of collaborative planning at NCH rate for all teaching staff. More hours will be added as budget allows.	Title 1 Basic	\$43,000.00
Reading	Saturday Academies	Stipend paid to participants, NCH to facilitators.	Title 1 basic	\$17,000.00
Reading	Vertical PLC once a month on Wednesday for PD reflection	Stipend paid to participants, NCH to facilitators	Title 1 Basic	\$8,000.00
Reading	Coaches to facilitate PD sessions before and after school and to include planning time	NCH for facilitators	Title 1 Basic	\$4,000.00
Reading	Other PD as needed before and after school in reading.	Stipend for participants	Title 1 Basic	\$5,000.00
Mathematics	Planning with Grades K and 1 teachers for mathematics implementation	Non-contract hourly	Title 1 Basic	\$5,000.00
Mathematics	Planning with 2-5 teachers for best practices in mathematics blending common core with NGSSS	Non-contract hourly	Title 1 Basic	\$5,000.00
Science	5th grade teachers will attend Science Professional Development offered			\$0.00

by Manatee County				
Writing	Writing COncference	Melissa Fourney	Title 1 Basic	\$500.00
Attendance	Melissa Fourney Conference	COncference fee, Per Diem expenses and 1 hotel room for one night for 2 teachers	Conference fee, SAC (\$500) Other expenses Title 1 (\$500)	\$1,000.00
Suspension	Books for Behavior Tools Training	Behavior Tools Books	Textbook: Non-adopted	\$500.00
				Subtotal: \$89,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Provides professional development in reading and writing, works with small groups of struggling readers and writers, provides job-embedded PD in reading through cycles of coaching and followup reflection.	Title 1 Salaries	\$68,000.00
Reading	RtI Coach	Provides leadership in MTSS for school, managers and monitors all tier 2 and 3 groups, progress monitors, and does the job of the test coordinator for the school.	Title 1 Salaries	\$54,000.00
Reading	Interventionists	2 highly qualified substitute teachers. These provide small group remediation in reading.	Title 1 Salaries	\$34,000.00
Reading	.50 Remediation Teacher	18.75 hours per week. This person's charge is to provide small group remediation in reading and math for retained 3rd grade students (17) 4 days a week.	Title 1 Salaries: \$10,000 from Title 1 \$4,000 from SAI Remediation Funds	\$14,000.00
Reading	.53 A.L.L Teacher	20 hours per week + benefits. She does one on one Accelerated Literacy Learning with first grade extremely struggling readers.	Title 1 Salaries	\$23,500.00
Mathematics	Math/Science Coach	Provides Professional Development in mathematics with an emphasis on COmmon COre implementation for grades K and 1, Provides coaching, demonstration lessons, data analysis and reflection sessions and planning with all grade level teams.	Title 1 Salaries	\$56,000.00
Mathematics	Interventionist	Substitute highly qualified teacher who works all year for the school at long term sub pay. Provides small group intervention in math and reading to struggling students.	Title 1 Salaries	\$17,800.00
Science	Printing, Science Notebooks		Title 1 Basic	\$500.00
Parent Involvement	Parent English CLasses	Rosetta Stone Lab Instructor	Parent Involvement: Title 1	\$2,500.00
Parent Involvement	Parent English Classes at Saturday School	Instructor and child care provider	Parent Involvement: Title 1	\$3,000.00
Parent Involvement		Parent Textbooks for Classes	Parent Involvement: Title 1	\$500.00
Parent Involvement	Newsletter and other translation and printing costs	Printing of newsletter and other translated documents	Parent Involvement Title 1	\$1,000.00
				Subtotal: \$274,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/16/2012)

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
1. Sponser tuition for two teachers to attend writin conference	\$500.00
4. Provide partial payment for student agendas.	\$2,000.00
2. Sponser a week long "Guitar Clinic"/"Guitar classes" for all 4th and 5th grade students within the school day.	\$500.00
3. Provide money for substitute teachers so that teachers can attend PD.	\$1,000.00

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

The SAC shall meet the second Tuesday of each month at 7pm.

AT each SAC Meeting the following shall be discussed:

1. Update on student achievement.
2. Progress of programs to strenghtern the core and help struggling students.
3. Parent Education opportunities
4. Programs and Events sponsored by the school.
5. Parent wishes and concerns
6. Information about changes in policies and procedures at Samoset with parent input

Scheduled activities for 2012-2013 School Year: September-November:

1. September 11, 2012: SAC organizational meeting: Review of baseline data, school grade goals, SIP objectives, Schoolwide initiatives, nominations, selection of and voting for officers.
 2. October 10, 2012: Annual School-wide Title 1 meeting, Development and revisions of Parent compact, FInalization of SIP goals and vote on budget, review of baseline data and school grade goals.
- October 26: Fall Festival
3. Novemeber, 2012: Review and reflection on new Parent Compact, revised and approved by county SIP plan, Revision of PIP.
 4. November: Parent Conference Trip if offered.

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

Manatee School District SAMOSET ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	61%	69%	27%	214	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	64%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	76% (YES)			122	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					452	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Manatee School District SAMOSET ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	62%	59%	19%	200	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	58%	54%			112	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	59% (YES)			100	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					412	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested