FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COLUMBIA CITY ELEMENTARY SCHOOL

District Name: Columbia

Principal: Lana Boone

SAC Chair: Kim Williams

Superintendent: Mike Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lana Boone	BS NE Missouri University MS University of North Florida EdS Nova University Certification: Early Childhood; Elementry	18	11	Mrs. Boone became Principal in 2001. Columbia City has earned a grade of A all of the years she has been Principal except two. CCE earned a B in 2002 and 2010. The percentage of students achieving high standards in reading is 66% in spring 2012. The percentage of students achieving high standards in math is 61% in spring 2012. High standards in writing was lowest in spring 2005 at 78% with a high in 2008 with 92% and most recent percentage is 86. The percentage of students achieving high standards in science is 63% in spring 2012. Learning gains in reading was 59% in 2002 and was 70% in 2012. Learning gains in math had a low of 54% in 2005 and was 68% in 2012.

| | | Education; Instructional Leadership; School Principal | | | The lowest quartile making learning gains in reading had a high of 76% in 2007, a low of 41% in 2010, and 73% in 2012.

The lowest quartile making learning gains in math in 2012 is 54%

During Mrs. Boone's 11 years as principal, CCE has made AYP 3 times. Until 2010 the only subgroup that had missed a proficiency goal was SWD in math. In 2011 SWD and ED did not reach goals but made progress in many areas from 2010 to 2011 assessment. |

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)
Reading	Deborah Clyatt	Bachelor of Arts in Education Master of Education ESOL Certification National Board Certified			This is Mrs. Clyatt's first year as Reading Coach. She is currently working toward reading certification.

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	To continually recruit highly qualified teachers there is ongoing review of applicants resumes and applications. Team interviews of future applicants. CCE also welcomes interns and pre-interns from St. Leo University, Florida Gateway College, and the University of Florida.	Principal	ongoing	We have no problem getting highly qualified when we have openings.

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
None	

Staff Demographics

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

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
50	6.0%(3)	14.0%(7)	24.0%(12)	54.0%(27)	46.0%(23)	96.0%(48)	12.0%(6)	12.0%(6)	66.0%(33)

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
Diana Feagle	Alison Philpot	Ms. Philpot is a beginning teacher. Ms. Feagle is an experienced ESE teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for each domain in the beginning teacher program. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Pam Hunter	Nicole Sheehan	Ms. Sheehan is a beginning teacher. Mrs. Hunter is an experienced teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for each domain in the beginning teacher program. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Lougene Jernigan	Lori Perry	Ms. Perry is a beginning teacher. Mrs. Jernigan is an experienced teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for each domain in the beginning teacher program. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Sandra Jewett	Viviana Porter	Ms. Porter is a beginning teacher. Ms. Jewett is an experienced ESE teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for each domain in the beginning teacher program. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
		Ms. Vizueta is new to Columbia City. Although Mrs.	

Malinda Cembruch	Dalila Vizueta	Cembruch is the Media Specialist she is an experienced teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for classroom management and making instructional decisions based on data. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Kim Williams	Annie Hopkins	Ms. Hopkins is new to Columbia City. Although Mrs. Williams is the Curriculum Coordinator she is an experienced teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for classroom management and making instructional decisions based on data. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Shirley Jenkins	Michelle Jones	Mrs. Jones is a beginning teacher. Mrs. Jenkins is an experienced teacher and has been a peer teacher for beginning teachers in the past and has had great success working with beginning teachers.	The mentor and mentee are meeting frequently to discuss strategies for classroom management and making instructional decisions based on data. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Lana Boone	Dominique Thomson	Ms. Thomson is a teacher with 6 years of classroom experience. She served as an ESE Staffing Specialist for four years with the Department of Student Services and ESE. She has a Masters Degree of Education with specialization in Special Education and recently finished her Masters Degree in Ed.Leadership. Mrs. Boone is currently mentoring her in the area of leadership.	The mentor and mentee are meeting frequently to discuss strategies for classroom management and making instructional decisions based on data. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI tutors work one-on-one or in small group settings with identified low performing students. CCE has two part-time tutors that work with students 4 days a week for 3 hours a day for 96 school days.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal Lana Boone
Curriculum Contact Kim Williams
Reading Coach Debbie Clyatt
Guidance Counselor Regina Guetherman
Staffing Specialist Jayne Townsend
School Psychologist Lance Hastings
Speech Teacher Rachel Grubb
ESE Teacher Diana Feagle, Alison Philpot, Susan Hartsook
Technology Teacher Dominique Thomson

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the MTSSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSSLT is considered the main leadership team in our school. The MTSSLT will meet monthly and use the problem solving process to:
• Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
o Tutoring during the day in small group pull-outs in reading, math, and writing.
o Create, manage and update the school resource map
• Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Review and interpret student data (academic, behavior and attendance) at the school and grade levels
• Organize and support systematic data collection as needed
• Strengthen the Tier 1 (core curriculum) instruction through supportive coaching,management of resources, and providing professional development in research based instruction.

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

• The MTSSLT and SAC were involved in the School Improvement Plan development
• The School Improvement Plan is the working document that guides the work of the MTSSLT.
• The MTSSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSSLT team through the subject area representatives.
• The MTSSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Review and analyze screening and collateral data
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers)
o Develop and target interventions based on confirmed hypotheses
o Establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
o Develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichment)
o Review goal statements to ensure they are ambitious, time-bound and meaningful
o Assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

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.

Core Curriculum (Tier 1)

DATA - Source;FCAT released test; Progress Monitoring Assessments; Performance Matters, FAIR, Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources; Subject Area Generated, Semester Exams, Mini-Assessments on specific tested Benchmarks, Kids College, Renaissance Learning, School-wide behavior plan;Discipline Referrals,Weekly behavior sheet

DATABASE - School Generated Excel Database; Progress Monitoring and Reporting Network, Performance Matters, Grade book(EASY GRADE PRO), AS400 Behavior reports, Kids College data and Renaissance

PERSON(S) RESPONSIBLE -Reading Coach, individual teachers, Principal, Guidance Counselor.

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
• Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
• Determine which skills need to be taught with alternative strategies.
• Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
• Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.
SUPPLEMENTAL/INTENSIVE INSTRUCTION(TIER 2 AND 3) - Tutoring during the day (*see below)
DATA SOURCE - Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials), FAIR OPM, Renaissance Learning (STAR), Behavior point sheets
DATABASE - School Generated, easycbm.com (University of Oregon), Renaissance Learning database
PERSON RESPONSIBLE FOR MONITORING - Principal, Reading Coach, Curriculum coaches, Guidance Counselor

*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor will be developed by the PLC and MTSSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM)and computer adaptive assessments (STAR) that:
• assess the same skills over time
• have multiple equivalent forms
• are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

The MTSSLT will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.
There will be professional development on data analysis, and intervention strategies, behavioral interventions, classroom management, student engagement(Kagan), and the MTSS process.
New staff will be directed to participate in trainings relevant to PS/MTSS as they become available.

Describe the plan to support MTSS.

The MTSSLT will continue to provide release time for the PLCs to discuss implementing the proposed strategies and periodically report on their efforts and student outcomes to the larger MTSSLT team through the subject area representatives. MTSSLST will review and analyze screening and collateral data, continue to establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment , develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichment)

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of the

Lana Boone-Principal
Curriculum Contact- Kim Williams
Reading Coach- Debbie Clyatt
Guidance Counselor-Regina Guetherman
ESE teacher-Karla Hatcher
Media Specialist-Malinda Cembruch
Dominique Thomson-Technology Teacher
and one teacher from each grade level.

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

The team provides leadership for the implementation of the reading strategies on the SIP.
The reading coach is the LLT chairperson. She provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.
The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders teachers, staff members, parents and students.

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

The major initiatives of the literacy leadership team will be to guide school policy concerning the use of Renaissance Learning Place, use of intervention personnel, and ways to motivate students through school-wide and grade level themes and activities.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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:	In grades 3 - 5, the percentage of standard curriculum students scoring a Level 3 on the 2013 FCAT Reading will increase from 29% to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (89/305)	35% (106/305)

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 Finding the time and human resources to provide quality intervention for all students who are not proficient in reading	1.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. ACTION STEPS 1. Follow the Grade Level Pacing Guide. 2. Plan differentiated instruction using research-based materials. 3. Provide intervention to struggling students during the uninterrupted 90 minutes reading block by highly qualified personnel. 4. Use teachers, paras, and SAI tutors to provide iii intervention outside the 90 minute reading block.	1.1 Principal, Reading Coach, Curriculum Contact, MTSS team	1.1 The teacher will review all evaluation data, record, and chart the increase in the number of students reaching at least 70% mastery. The teacher will share that data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1 Course unit assessments CBM FAIR Performance Matters FCAT Reading Kids College STAR Reading and Math
2					
3					

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:	In grades 3-5, the percentage of students working on the Access Point curriculum scoring at Achievement Levels 4, 5, and 6 in reading will increase from 48% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

48% (10/21)	62%(13/21)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students that receive instruction on these modified standards are working significantly below grade level expectations. Communication, behavior, and self-help are priorities for most of the students at CCE that take the FAA.	Intensive and individualized instruction on Access Points using specialized strategies, such as PECS and Language ABA.	ESE teachers Principal	Performance Matters Teacher data sheets	Florida Alternate Assessment STAR Early Literacy

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:	In grades 3 - 5, the percentage of standard curriculum students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 48% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (146/305)	55% (167/305)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of additional personnel and materials to push level 3 students forward into levels 4 and 5.	Increase the use of computer based programs that will enrich students that are proficient in reading. Increase the use of research-based reading strategies to increase critical thinking in the area of reading comprehension.	principal, reading coach, and classroom teachers	The percentage of students scoring 4 and 5 on FCAT wil increase. The precentage of students scoring levels 4 and 5 on Performance Matters progress monitoring will increase. Grade level learning communities will monitor progress and demonstrated on Performance Matters progress monitoring assessments.	Performance Matters
2	2.1 Complacency concerning the test due to so many assessments	2.1 Involve students who scored 3 or above in FCAT goal setting and self monitoring of standards mastery using a computer software program. Progress monitoring will also include regular conversations about their progress with members of lead team to keep them motivated.	2.1 Principal, Reading Coach, Curriculum Contact, RtI team, Guidance Counselor	2.1 Review of students' portfolios and software reports.	2.1 Course unit assessments CBM FAIR Performance Matters FCAT Reading Kids College Software STAR Reading and Math

3					

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:	In grades 3-5, the percentage of students working on the Access Point curriculum scoring at or above Achievement Level 7 in reading will increase from 24% to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (5/21)	38% (8/21)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students that receive instruction on these modified standards are working significantly below grade level expectations. Communication, behavior, and self-help are priorities for most of the students at CCE that take the FAA.	Intensive and individualized instruction on Access Points using specialized strategies, such as PECS and Language ABA.	ESE teachers, Principal, Reading Coach, and Curriculum Contact	Performance Matters, Progress monitoring using EasyCBM.	Florida Alternate Assessment STAR Early Literacy Performance Matters

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:	In grades 4 - 5, the percentage of all curriculum students making learning gains on the 2013 FCAT reading will increase from 70% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (150/215)	72% (154/215)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of supplemental personnel and intervention materials for math and reading intervention.	Increase the use of computer based math and reading programs in the classroom.This should include the Renaissance Learning programs and the Kids College program.	principal, classroom teachers, curriculum Contact teacher	Management programs associated with computer based math and reading programs will document increased use and growth in standards mastery.	STAR Reading and Math progress monitoring assessments and reports form Kids College will be used to determine increased mastery of New Generation Sunshine State Standards in Math and Reading.

				Management reports for Renaissance Learning and Kids College will document increased use of the programs.
2	3.1 Complacency due to so much testing.	3.1 Get buy in from students by allowing them to track their own progress and gains and share those gains with Lead team personnel on a regular basis.	3.1 Principal, Reading Coach, Curriculum Contact, RtI team, Guidance Counselor	3.1 Review of individual students' data folders that they share with Lead Team members.	3.1 Course unit assessments CBM FAIR Performance Matters FCAT Reading Kids College Software STAR Reading and Math

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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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 4 and 5, the percentage of students working on the Access Point curriculum making learning gains in reading will increase from 47% to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (7/15)	60% (9/15)

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	The students that receive instruction on these modified standards are working significantly below grade level expectations. Communication, behavior, and self-help are priorities for most of the students at CCE that take the FAA.	Intensive and individualized instruction on Access Points using specialized strategies, such as PECS and Language ABA.	ESE teachers, Principal, RTI team, Reading Coach, and Curriculum Contact	Progress monitoring and graphing of results using CBM and STAR Early Literacy.	Florida Alternate Assessment

Brigance

STAR Early Literacy

Performance Matters |

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:	In grades 4 & 5, the percentage of all curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 73% to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (156/215)	77% (165/215)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funds to purchase additional research based intervention programs and to hire additional tutors for math.	Plan and schedule small groups sessions with students in the lowest quartile in math and/or reading.	principal, reading coach, Curriculum Contact, classroom teachers, RTI Problem Solving Team	The MTSS Problem Solving Team will monitor the scores of lowest quartile students involved in intervention quarterly using Performance Matters, STAR and FAIR.	Performance Matters FAIR STAR FCAT
2	4.1 Students being pulled out for interventions beyond the 90 minute Reading block are missing instruction in other important subjects.	4.1 Provide as much intervention as possible within the 90 minute Reading Block so students don't fall further behind. Use interventionists in the classroom whenever possible.	4.1 Principal, Reading Coach, Curriculum Contact, RtI team	4.1 Progress monitoring and graphing of results using CBM.	4.1 Course unit assessments CBM FAIR Performance Matters FCAT Reading Kids College

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 # In six years, Columbia City Elementary School will reduce their achievement gap by 50%. 5A :

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

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grade 3 - 5, the percentage of students with disabilities who are proficient in reading on the 2013 FCAT and Florida Alternate Assessment will increase from 37% to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (19/52)	46% (19/52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup continue to grow in reading and math but with large numbers of students with disabilities, many with low IQs. It will be very difficult for 86% of these students to be on grade level.	Continue to increase the use of differentiated instruction based on students needs and exposure to general education curriculum	Principal Leadership Team Classroom teachers ESE teachers	Review of progress monitoring data	Performance Matters FAIR Cold Reads STAR math and reading Kids College
2	5C-1 Finding time and human resources to provide the support necessary to for students with disabilities.	5C-1 Use of the inclusion model for students in grade 3 and 4 to increase the interaction with grade level curriculum	principal,Reading coach, Curriculum Contact Teacher, Grade level learning communities, RtI Problem Solving Team	Analysis of data collected through Thinkgate, FAIR, and STAR reading and math progress monitoring assessments.	Florida Alternate Assessment FCAT Reading FAIR STAR Reading and Math 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grade 3 - 5, the percentage of economically disadvantaged students who demonstrate proficiency in reading on the 2013 FCAT and FAA will increase from 58% to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (111/190)	61% (116/190)

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 Finding time and human resources to provide the intervention needed since our economically disadvantaged population has increased yet we have lost our Title I funding.	5D-1 Provide the highest quality intervention possible using the resources we now have, having teachers do their Tier 2 intervention without any assistance and using paras to help with Tier 3 intervention.	5D-1 Principal, Reading Coach, Curriculum Contact, RtI team	5D-1 Progress monitoring of all student data on a regular basis.	5D-1 Course unit assessments EasyCBM FAIR Thinkgate FCAT Reading Kids College

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 f Monitoring
Learning Community/book study; "The Daily 5"	Grade 3 teachers	Lisa Malphurs/3rd grade teacher Debbie Clyatt /Reading Coach	3rd grade	Bi-weekly during planning time September and October	Lesson Plans with evidence of the Daily 5 strategies	Principal walk throughs Reading Coach
Columbia City Common Core Academy	All instructional Staff K-5	Kim Williams Debbie Clyatt Dominique Thomson Malinda Cembruch	Teachers grades K-5	Teacher Workday October	Lesson Plans	Principal Reading Coach Curriculum Contact
Columbia City Common Core Academy	All instructional Staff K-5	Kim Williams Debbie Clyatt Dominique Thomson Malinda Cembruch	Teachers grades K-5	Teacher Workday October	Lesson Plans	Principal Reading Coach Curriculum Contact
Learning Community/ book study; "1001 Great Ideas for Teaching & Raising Children with Autism or Asperger's"	Teachers with currently enrolled student(s) with ASD	Karla Hatcher and Sandra Jewett, ESE teachers	Teachers with currently enrolled student(s) with ASD	Monthly on Wednesdays from 2:30-3:30	Notebook of completed "After Reading" questions	Principal, Instructional Coach, Curriculum Contact

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Education City	Computer based program for students and teachers	Instructional Materials Budget	$1,500.00
Motivate students who scored 4 and 5's on FCAT	Kids College Software	Instructional Materials Budget	$0.00
Increase the effectiveness of monitored and coached independent reading using Renaissance Learning assessments	STAR Reading Accelerated Reader	Instructional Materials Budget	$0.00

and monitoring tools.

			Subtotal: $1,500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Assisted Instruction	Maintain and repair computers	Project 227	$1,000.00
			Subtotal: $1,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Continue training in reading stategies	In house training by Reading Coach		$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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				

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:	
2012 Current Percent of Students Proficient in reading:	

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				

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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				

CELLA Budget:

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

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3 - 5, the percentage of standard curriculum students scoring at level 3 on the 2013 FCAT Math will increase from 34% to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (104/305)	37% (114/305)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate time in the contracted school day for professional development	Professional development to Unpack benchmarks with teachers to increase understanding of required benchmarks and this should increase the percentage of students achieving proficiency in math.	Classroom teachers, Curriculum Contact teacher	*Improved use of critical thinking strategies in math instruction *Improved scores on progress monitoring through Performance Matters Assessments.	Performance Matters Science Assessments FCAT
2	1.1 Lack of funds to adequately provide paper and ink for increased use of Accelerated math	1.1 Increased use of differentiated instruction through the use of the Accelerated Math program	1.1 Principal, Curriculum Coach, Curriculum Contact, RtI team	1.1 Progress monitoring using STAR math assessments and Thinkgate.	1.1 Course unit assessments CBM FAIR Performance Matters FCAT Math Kids College

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:	In grades 3-5, the percentage of students working on the Access Point curriculum scoring at Achievement Levels 4, 5, and 6 in reading will increase from 38% to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (8/21)	52% (11/21)

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
	The students that receive instruction on these modified standards	Intensive and individualized instruction on Access Points using	ESE teacher, Reading Coach, Curriculum	Progress Monitoring using EasyCBM	Florida Alternative Assessment, Brigance, and

1	are working significantly below grade level expectations. Communication, behavior, and self-help are priorities for most of the students at CCE that take the FAA.	specialized strategies using manipulatives and technology.	Contact, and Principal		Performance Matters

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:	In grades 3 - 5, the percentage of standard curriculum students scoring a level 4 or higher on the 2013 FCAT Math will increase from 25% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (75/305)	30% (91/305)

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	2.1 Complacency due to so much testing.	2.1 Involve students who scored 3 or above in FCAT goal setting and self monitoring of standards mastery using a computer software program. Progress monitoring will also include regular conversations about their progress with members of lead team to keep them motivated.	2.1 Principal, Curriculum Contact, Curriculum Coach, RtI team	2.1 Progress monitoring on Kids College and other evaluation tools	2.1 Course unit assessments CBM FAIR Performance Matters FCAT Math Kids College

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:	In grades 3-5, the percentage of students working on the Access Point curriculum scoring at or above Achievement Level 7 in mathematics will increase from 19% to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (4/21)	29% (6/21)

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
	The students that receive instruction on these modified standards	Intensive and individualized instruction on Access Points using	ESE teacher, Principal, Curriculum	Progress monitoring using EasyCBM	Florida Alternate Assessment, Brigance

1	are working significantly below grade level expectations. Communication, behavior, and self-help are priorities for most of the students at CCE that take the FAA.	specialized strategies, such as PECS.	Contact, and Reading Coach		

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 4 & 5, the percentage of all curriculum students making learning gains on the 2013 FCAT will increase from 68% to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (146/215)	73% (156/215)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of supplemental personnel and intervention materials for math and reading intervention.	Increase the use of computer based math and reading programs in the classroom.This should include the Renaissance Learning programs and the Kids College program.	principal, classroom teachers, curriculum Contact teacher	Management programs associated with computer based math and reading programs will document increased use and growth in standards mastery.	STAR Reading and Math progress monitoring assessments and reports form Kids College will be used to determine increased mastery of New Generation Sunshine State Standards in Math and Reading. Management reports for Renaissance Learning and Kids College will document increased use of the programs.
2	3.1 Complacency due to so much testing.	3.1 Get buy in from students by allowing them to track their own progress and gains and share those gains with Lead team personnel on a regular basis.	3.1 Principal, Curriculum Contact, Curriculum Coach, RtI team	3.1 Progress monitoring and graphing of results using CBM	3.1 Course unit assessments CBM FAIR Performance Matters FCAT Math Kids College

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:	In grades 4 and 5, the percentage of students working on the Access Point curriculum making learning gains in math will increase from 47% to 53%
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (6/15)	53% (8/15)

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	The students that receive instruction on these modified standards are working significantly below grade level expectations. Communication, behavior, and self-help are priorities for most of the students at CCE that take the FAA.	Intensive and individualized instruction on Access Points using specialized strategies, such as PECS and Language ABA.	ESE teacher, Principal, Reading Coach, Curriculum Contact	Progress monitoring using EasyCBM	Florida Alternate Assessment Brigance EasyCBM

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:	In grades 4 & 5, the percentage of all curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 54% to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (116/215)	59% (126/215)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funds to purchase additional research based intervention programs and to hire additional tutors for math.	Plan and schedule small groups sessions with students in the lowest quartile in math and/or reading.	principal, reading coach, Curriculum Contact, classroom teachers, RTI Problem Solving Team	The MTSS Problem Solving Team will monitor the scores of lowest quartile students involved in intervention quarterly using Performance Matters, STAR and FAIR.	Performance Matters FAIR STAR FCAT
2	4.1 Finding time for intervention that doesn't pull these students out of core intstrucion they need in the classroom.	4.1 Provide as much intervention as possible within classroom with the classroom teacher so students don't fall further behind.	4.1 Principal, Curriculum Coach, Curriculum Contact, RtI team	4.1 Progress monitoring and graphing of results using CBM	4.1 Course unit assessments CBM FAIR Performance Matters FCAT Math KIds College

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

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

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 3 - 5, the percentage of students with disabilities who are proficient in math on the 2012-2013 FCAT and FAA will increase from 33% to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (17/52)	42%(36/52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup continue to grow in reading and math but with large numbers of students with disabilities, many with low IQs. It will be very difficult for 86% of these students to be on grade level.	Continue to increase the use of differentiated instruction based on students needs and exposure to general education curriculum	Principal Leadership Team Classroom teachers ESE teachers	Review of progress monitoring data	Performance Matters FAIR Cold Reads STAR math and reading Kids College
2	5D-1 Students with disabilities are easily discouraged when faced with lengthy and difficult tests.	5D-1 Allow students with disabilities to practice standards using a fun format of Kids College Software.	5D-1 Principal, Curriculum Contact, Curriculum Coach, RtI team	5D-1 Progress monitoring and graphing of results using CBM and Kids College software reports	5D-1 Course unit assessments CBM, Kids College FAIR STAR Math FCAT Math Florida Alternate Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3 - 5, the percentage of economically disadvantaged students who are proficient in math will increase from 55% to %
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (104/190)	57%(109/190)

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	5E-1 Finding time and human resources to provide the intervention needed since our economically disadvantaged population has increased yet we have lost our Title I funding.	5E-1 Provide the highest quality intervention possible using the resources we now have, having teachers do their Tier 2 intervention without any assistance and using paras to help with Tier 3 intervention.	5E-1 Principal, Curriculum Contact, Curriculum Coach, RtI team	5E-1 Progress monitoring and graphing of results using CBM	5E-1 Course unit assessments CBM FAIR Thinkgate FCAT Math Kids College Florida Alternative Assessment

End of Elementary School Mathematics Goa

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
Online Intervention (e.g., Think Central, Kids College, FCAT Explorer, Education City) Learning Communities	K-5	Malinda Cembruch, Media Specialist	school-wide instructional staff	Wednesday afternoons	Summary Reports from each Online resource	Instructional Coach, Curriculum Contact, Principal
Common Core Math Learning Community	K-2	D. Clyatt, Instructional Coach, and Kim Williams, Curriculum Contact	grade-level (K-2)	Wednesday afternoons and during grade-level planning	Lesson plan that illustrates how a common core standard will be taught, discussion groups with recorded notes of grade-level teams reflecting on a modeled common core lesson.	Instructional Coach, Principal
Learning Community/ book study; "1001 Great Ideas for Teaching & Raising Children with Autism or Asperger's"	Teachers with currently enrolled student(s) with ASD	Karla Hatcher and Sandra Jewett, ESE teachers	Teachers with currently enrolled student(s) with ASD	Monthly on Wednesdays from 2:30-3:30	Notebook of completed "After Reading" questions	Curriculum Contact, Principal, and Instructional Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate students who made 4 & 5's on FCAT.	Kids College	Instructional Materials Budget	$0.00
Increase differentiated instruction in math through the use of Renaissance Learning program	STAR math assessments Accelerated Math Facts in a Flash	Instructional materials Budget	$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 Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 5, the percentage of standard curriculum students scoring a level 3 on the 2013 FCAT Science will increase from 56% to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (57/102)	61% (62/102)

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 The biggest barrier to science instruction is finding time in the day to do it properly.	1.1 Fifth grade will move their math and reading intervention time into the reading and math blocks respectively to reserve the end of the day for hands on science instruction.	1.1 Principal, Curriculum Contact	1.1 Progress monitoring	1.1 Performance Matters Course unit assessments Kids College reports FCAT Science
2	The biggest barrier to science instruction is finding time in the day to do it properly.	Increase use of computer programs that support science standards: Brain Pop, Kids College	Principal, Curriculum Contact	Progress monitoring	Performance Matters Course unit assessments Kids College reports FCAT Science
3	The biggest barrier to science instruction is finding time in the day to do it properly.	Increase use of hands on science activities using "Loose in the Lab" and the new science materials	Principal, Curriculum Contact	Progress monitoring	Performance Matters Course unit assessments Kids College reports FCAT Science

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Science will increase from 14% to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (15)	20% (19)

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	2-1 The biggest barrier to science instruction is finding time in the day to do it properly.	2-1 Fifth grade will move their math and reading intervention time into the reading and math blocks respectively to reserve the end of the day for hands on science instruction.	2-1 Principal, Curriculum Contact	2-1 Progress monitoring	2-1 Performance Matters Course unit assessments FCAT Science
2	The biggest barrier to science instruction is finding time in the day to do it properly.	Increase use of computer programs that support science standards: Brain Pop, Kids College	Principal, Curriculum Contact	Progress monitoring	Performance Matters Course unit assessments Kids College reports FCAT Science
3	The biggest barrier to science instruction is finding time in the day to do it properly.	Increase use of hands on science activities using "Loose in the Lab" and the new science materials	Principal, Curriculum Contact	Progress monitoring	Performance Matters Course unit assessments Kids College reports FCAT Science

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

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

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

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
Loose in the Lab	K-5	Loose in the Lab Representative and district staff	K-5 teachers	Professional Development Day Pre-planning	Lesson Plans that demonstrate science experiments as learned in Loose in the Lab training	Instructional Coach, Curriculum Contact, Principal
Online Intervention (e.g., Think Central, Kids College, FCAT Explorer, Education City) Learning Communities	K-5	Malinda Cembruch, Media Specialist Kim Williams Curriculum Contact	instructional staff	Wednesday afternoons	Lesson Plans	Instructional Coach, Curriculum Contact, Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase hands-on science activities	Science materials	Internal accounts General Budget	$2,500.00
Fusion Textbooks	Instructional materials		$0.00
Loose in the Lab	Grade Level Kit	District Title II	$0.00
		Subtotal: $2,500.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Assisted Instruction	Maintain and repair computers	Project 227	$1,000.00
Continue Brain Pop.com annual subscription	Internet program	Instructional Materials budget	$900.00
		Subtotal: $1,900.00	

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: $4,400.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 4, the percentage of standard curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 86% to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (96/112)	89% (100/112)

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 Reaching 96% is difficult when you are working hard to bring up other subject areas as well.	1.1 Continue using the Mary Lewis approach to writing instruction.	1.1 Principal, Curriculum Contact	1.1 Progress monitoring with Columbia Writes	1.1 4x per year - Columbia Writes End of Year - FCAT Writing
2	Reaching 96% is difficult when you are working hard to bring up other subject areas as well.	Cross grade level Learning community with grades 3 and 4 teachers. The Learning Community will share best practices and evaluate student writing.	principal, Reading Coach Curriculum Contact Grades 3 and 4 teachers	Progress monitoring with Columbia Writes	4x per year - Columbia Writes End of Year - FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Training on using FCAT Writing Anchor Papers	Grade 4 Teachers	Kim Bass Kim Williams	4th grade teachers	September	Writing promt Leveling students for more targeted instruction	Principal Curriculum Contact
Process Writing	Grades K-4th	Melissa Forney Professional Development	Grades K-4th	Training for all K-4th grade teachers summer 2012	Student work	Principal Curriculum Contact

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
Expository and Narrative Writing Training	Inservice with Melissa Forney	Title II	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate for all students will maintain 95% in the 2011 - 2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (635)	95%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
234	200

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
54	50

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There seems to have been an increase of students who have been ill for several days at a time with flu and other contagious diseases.	Continue to sanitize surfaces that students come in contact with and use hand sanitizer in classrooms.	Principal, head custodian, nurse, data processor	Review of attendance data	Attendance records
2	Cost of rewards	Reward students with perfect attendance by having a drawing from all students with perfect attendance quarterly and at end of each semester.	Principal, nurse, data processor	Review of attendance data	Attendance records

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
Keeping attendance records on Crosspointe program online-understanding reports from attendance software	PreK-5 teachers	Data Processor District MIS staff	PreK to 5 teachers, Leadership team	September	Daily review of attendance records on Crosspointe	school's data processor
Performance Matters Data and Progress Monitoring	K-5 teachers	Tech Teacher Curriculum Contact Reading Coach	Teachers K-5	October	Data	Lead Team

Attendance Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
School holds drawing for gift cards for students who have perfect attendance each nine weeks and each semester.		Internal Accounts	$420.00
			Subtotal: $420.00
			Grand Total: $420.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of out of school suspensions for the 2012-2013 school year will decrease from 2 to 1 events.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9	8
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
2	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have to have appropriate discipline for certain behaviors and you can't always say you won't have to use suspension.	Continue to use positive reinforcement and other forms of consequences that keep students in class as much as possible.	Principal, data clerk	Observation of behavior on campus, Review of discipline data	Discipline records

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
Autism Learning Community	Pre-K through 5th Grades	Lance Hastings, School Psychologist, and Dr. Krista Garner, School Psychologist	All instructional staff	Wednesday afternoon from 2:30-3:30pm	A summary of what changes could be made in their classroom environment to better accommodate the learning styles of children with ASD.	Kim Williams, Curriculum Contact Lana Boone, Principal Malinda Cembruch, Reading Coach (at that time) Regina Gutherman, Guidance Counselor)
Crisis Prevention Intervention (CPI)	Pre-K through 5th Grade	FDLRS- Jamie Fike, CPI Instructor	Instructional and non-instructional staff that come in contact with students that have exhibited a pattern of non-compliant, aggressive behavior.	As needed; The training is offered at least once a year.	Performance-based at the school level. Monthly practice sessions are held to allow CPI certified staff members to practice allowable restraints	Regina Gutherman, Guidance Counselor
Learning Community/ book study; "1001 Great Ideas for Teaching & Raising Children with Autism or Asperger's"	Teachers with currently enrolled student (s) with ASD	Karla Hatcher and Sandra Jewett, ESE teachers	Teachers with currently enrolled student(s) with ASD	Monthly; Wednesdays from 2:30-3:30	Notebook of completed "After Reading" questions	Principal, Curriculum Contact, and Instructional Coach

Suspension Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In grades K - 5, the parents participating in at least two school functions during the school year, with at least one being a conference will maintain at 95%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95% (634)	95% (620)

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 Many parents work and are unable to come in during the day for conferences	1.1 Have Open Houses for each grade level on different nights and offer childcare so that parents can attend for each of their children. Send home weekly reports and planners daily so that parents can help children at home.	1.1 Principal, Curriculum Contact	1.1 Teachers will keep a data sheet and mark each time parents attend an activity or conference.	1.1 Parent Involvement data sheet

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Keeping parents involved	Purchasing planners, folders, magnetic calendars, parent note pads	PTO	$4,500.00
		Subtotal: $4,500.00	
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
Keeping parents involved	Family Fun Night materials and games, Bingo for Books	PTO	$3,000.00
		Subtotal: $3,000.00	
Grand Total: $7,500.00			

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:	In grade 5, all students will conduct at least one hands-on/virtual math and/or science experiment biweekly and answer standards-based related questions with at least 80% accuracy.
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	Number of computers available to students, Time for science instruction, lack of time for planning experiments and gathering materials	Students will actively participate in classroom hands-on science experiments and/or conduct virtual experiments using Think Central's Science Fusion.	Classroom teacher, Instructional Coach, Curriculum Contact, and Principal	Progress monitoring through Kid's College, Think Central Science Fusion and FCAT Explorer.	Classroom Assessments, teacher-made comprehension and experimental procedure questions following an

					experiment, Think Central's Science Fusion Assessments, Kids College and FCAT Explorer

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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						

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	Education City	Computer based program for students and teachers	Instructional Materials Budget	$1,500.00
Reading	Motivate students who scored 4 and 5's on FCAT	Kids College Software	Instructional Materials Budget	$0.00
Reading	Increase the effectiveness of monitored and coached independent reading using Renaissance Learning assessments and monitoring tools.	STAR Reading Accelerated Reader	Instructional Materials Budget	$0.00
Mathematics	Motivate students who made 4 & 5's on FCAT.	Kids College	Instructional Materials Budget	$0.00
Mathematics	Increase differentiated instruction in math through the use of Renaissance Learning program	STAR math assessments Accelerated Math Facts in a Flash	Instructional materials Budget	$0.00
Science	Increase hands-on science activities	Science materials	Internal accounts General Budget	$2,500.00
Science	Fusion Textbooks	Instructional materials		$0.00
Science	Loose in the Lab	Grade Level Kit	District Title II	$0.00
Parent Involvement	Keeping parents involved	Purchasing planners, folders, magnetic calendars, parent note pads	PTO	$4,500.00
				Subtotal: $8,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer Assisted Instruction	Maintain and repair computers	Project 227	$1,000.00
Science	Computer Assisted Instruction	Maintain and repair computers	Project 227	$1,000.00
Science	Continue Brain Pop.com annual subscription	Internet program	Instructional Materials budget	$900.00
				Subtotal: $2,900.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue training in reading stategies	In house training by Reading Coach		$0.00
Writing	Expository and Narrative Writing Training	Inservice with Melissa Forney	Title II	$5,000.00
				Subtotal: $5,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	School holds drawing for gift cards for students who have perfect attendance each nine weeks and each semester.		Internal Accounts	$420.00
Parent Involvement	Keeping parents involved	Family Fun Night materials and games, Bingo for Books	PTO	$3,000.00
				Subtotal: $3,420.00
				Grand Total: $19,820.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̇ꟲ Priority	j̇ꟲ Focus	j̇ꟲ Prevent	j̇ꟲ NA	

Are you a reward school: j̇ꟲ Yes j̇ꟲ No

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

No Attachment (Uploaded on 8/31/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

help in the writing of the School Improvement Plan
serve as the prime link between the school and the local community
make final decision of how School Improvement Funds will be spent
be made aware of the budget
grade level representatives will serve as the spokesman for his or her grade level teachers

AYP DATA

SCHOOL GRADE DATA

No Data Found

Columbia School District
COLUMBIA CITY ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	87%	51%	310	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	72%			143	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?	56% (YES)	73% (YES)			129	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					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Columbia School District
COLUMBIA CITY ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	77%	85%	63%	308	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	62%			123	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)	58% (YES)			99	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					530	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested