FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EASTSIDE ELEMENTARY SCHOOL

District Name: Hernando

Principal: Timothy S. Urban

SAC Chair: Joseph Murphy

Superintendent: Bryan Blavatt

Date of School Board Approval: 11/06/2012

Last Modified on: 10/22/2012

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	Timothy S. Urban	University of South Florida B.S. Exceptional Student Education Nova-Southeastern University M.S. Educational Leadership	1	11	Manager of Professional Development with the Hernando County Schools 2010-2012 Assistant Principal for Curiculum & Instruction at Zephyrhills High School 2009-2010 School Grade "B" Assistant Principal for Curiculum & Instruction at Zephyrhills High School 2008-2009 School Grade "C" Assistant Principal for Curiculum & Instruction at Zephyrhills High School 2007-2008 School Grade "B" Assistant Principal for Curiculum & Instruction at Zephyrhills High School 2006-2007 School Grade "C" Assistant Principal for Administration at RB Middle School 2005-2006 School Grade "B"

					Assistant Principal at FW Springstead High School 1998-2002 School Grades "C"
Assis Principal	Heather McCarty	State of Florida Department of Education Professional Educator's Leadership Nova Southeastern University M.Ed. Educational leadership The King's College B.S. Elementary Education K-6th	8	1	Eastside Elementary Title I Writing Coach School Grade "C" Writing Mastery 73% Eastside Elementary Writing Coach School Grade "A" Writing Mastery 89% Learning Gains 31% Eastside Elementary Writing Coach School Grade "A" Writing Mastery 85% 5% Learning Gains

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)
	None				

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	Only high quality, effective teachers are interviewed for vacant positions.	Tim Urban, Principal	Completed	
2	Retention of teachers will be accomplished through a supportive mentoring program pairing experienced teachers with beginning teacher and teacher new to our school.	Norma Sampson, Teacher/Mentor	Ongoing mentoring and support throughout the year.	
3	Dynamic professional development will occur in order to provide continual opportunities for professional growth, resulting in well trained teachers confident in their abilities to impact student achievement.	Tim Urban,Principal	Ongoing professional development training sessions throughout the school year.	
4	Dynamic PLC sessions will occur in order to provide continual opportunities for professional development resulting in well trained teachers confident in their abilities to impact student achievement.	Tim Urban,Principal	Ongoing PLC sessions throughout the school year.	

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	Provide the strategies that are being implemented to support the staff in becoming highly effective

effective.	
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	2.4%(1)	23.8%(10)	33.3%(14)	40.5%(17)	33.3%(14)	69.0%(29)	9.5%(4)	2.4%(1)	61.9%(26)

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
Norma Sampson	Kathryn Hurt, third grade	Norma Sampson is a highly qualified, experienced third grade teacher. She is CET trained and has been involved with teacher interns from St. Leo University. This is Kathryn first year of teaching.	This mentor plans to work with these teachers to orientate them to the policies, processes, and routines that are necessary for success at this school site.
Norma Sampson	Janna Tuzza, second grade	Norma Sampson is a highly qualified, experienced third grade teacher. She is CET trained and has been involved with teacher interns from St. Leo University. This is Janna's second year at Eastside and new to second grade curriculum	This mentor plans to work with these teachers to orientate them to the policies, processes, and routines that are necessary for success at this school site.
Norma Sampson	Derrick Tucker, fifth grade reading inclusion	Norma Sampson is a highly qualified teacher who has experience teaching reading inclusions classroom. Mr. Tucker is a new teacher to our staff.	Ms. Sampson will be available for support through out the school year. She will provide inclusion expertise.
		Wanda Bailey is a highly	

Wanda Bailey	Sonya Crawford, fifth grade	qualified teacher who has experience teaching fifth grade. Sonya Crawford is a new teacher to our staff.	Ms. Bailey will be available for support through out the school year. She will provide best practices for fifth grade curriculum.
Wanda Bailey	Sherry Stauffer, fourth grade	Wanda bailey is a highly qualified teacher with numerous years of experience. Ms. Stauffer is a new teacher to our staff.	Ms. Bailey will be available for support through out the school year. She will provide best practices for the fourth grade curriculum.

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

As a school-wide program, Eastside Elementary School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I School Improvement Facilitator and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted students' success. Eastside's Elementary Title I School Improvement Facilitator and Title I Parent Educator also coordinate with Supplemental Education Service (SES) providers to provide free tutoring for our Level 1 and Level 2 students based on previous school year FCAT scores. Title I (Part A) services at Eastside Elementary are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English language learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs). District Title I funds are used to provide a specialized social worker who serves as the district's homeless liaison and who coordinates exemplary local public school homeless education programs and services. The district homeless liaison is responsible for ensuring district employees' full compliance with district policies/operating procedures for homeless students (and the McKinney-Vento Act), identifying homeless students, evaluating homeless students' strengths/needs, managing appropriate referral services, and coordinating appropriate school services, equitable access to all district schools/programs, appropriate transportation systems, professional development programs, community partnerships, and parent education programs for all eligible students. (NCLB Elements 1,2,4,6,7,9)

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Eastside Elementary School will use its 2012-13 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Problem Solving/Response to Intervention, effective differentiation of instruction to address all students' particular needs, and inquiry-based learning. Select Eastside Elementary teachers will also participate in district-wide Title II-funded professional development programs involving Content Area Reading Professional Development, Florida Reading Initiative trainings, Learning Strategies and Content Enhancement Routines, as well as applicable topics infused through the district PD 360 topic offerings. All Title II-funded professional development programs at Eastside Elementary School were planned to support the district's strategic plan, 2012-13 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives, and our annual Title I school-wide services plan. (NCLB Element 1,2,3,7)

Title III

All of Eastside Elementary School's English language learners (ELLs) are primarily served in mainstream classrooms and

receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms or in our ESOL resource room. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Eastside Elementary School's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Eastside Elementary School's ESOL lead teacher will attend the annual state TESOL conference to acquire training and resources on effective ELL strategies that they can then train Eastside Elementary School's mainstream classroom teachers to incorporate into their lessons. Title III funds will also be used to train Eastside Elementary School's ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like English Discoveries, Orchard, and Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies. Title III funds will also provide extended day/year programs for Eastside Elementary School's ELLs; extended day/year programs will be offered to all of Eastside Elementary School's ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs will be held in June. Transportation home from extended day/year programs will be provided through Title III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A)-funded programs and services. (NCLB Element 1,2,6,7,8,9)

Title X- Homeless

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

District Student Services Department staff and Eastside Elementary School's staff provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Eastside Elementary School's staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13. (NCLB Element 7)

Nutrition Programs

As part of the district's Food & Nutrition Dept., Eastside Elementary School's cafeteria staff provide balanced, attractive, well-prepared meals with good variety; give excellent, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Eastside Elementary School's cafeteria staff provide free and/or reduced-price lunches for Eastside Elementary School's students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.

Housing Programs

NA

Head Start

NA

Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are available at some school sites within the district. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (3) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

NA

Other

School Advisory Council members suggest increasing the number of active business partnerships with the community, involving students in enriching activities before and after school, and promoting attendance of community members at SAC meetings. Other opportunities for community integration will be encouraged on an ongoing basis.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Timothy S. Urban, Principal
Heather McCarty, Assistant Principal
Maryann Shaw, Guidance Counselor
Title I School Improvement Facilitator
AnnMarie Barrett, Speech/Language Pathologist
Sondra Terry, School Psychologist
Student Services Personnel (as needed)
Emily Berry, Assessment Teacher
and other Specialists/Coaches/Teachers may be asked to attend as needed. (NCLB Elements 1,8)

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 focus of MTSS at EES for 2012-13 school year is the restructuring of TIER I core academic instruction and expectations for behavior. Eastside Elementary School's MTSS Leadership Team will focus on solving problems and provide prescriptive solutions identified by our assessment data using multiple sources of current data. The team will locate school-wide, grade level, and subgroup problem areas and apply problem solving techniques to design appropriate scientific-researched based interventions and strategies aimed at improving these problem areas. The team will meet regularly to discuss current assessment data such as FAIR, SAM, progress monitoring data, etc. We will analyze data on a school-wide level by grade level, by individual teacher and then by subgroup. The sub-committees will continue to monitor, consult, and support classroom teachers on a regular basis. Based on this information the team will make prescriptive decisons as a team for the problem areas, identify professional development needs, and communicate with the staff. Various members of the team will meet on an as needed basis with grade level MTSS teams to assist in data analysis, problem solving, and focus lesson development.

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?

Individual student data, for both Academic and Behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP). The RtI committee Problem Solving process is used effectively by identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
The Leadership MTSS meets to access, analyze and determine school-based, grade-level, subject-level needs. In addition, the team ensures students are receiving appropriate Tier 1, 2, & 3 services/interventions with fidelity. The team further evaluates the professional needs of the staff and appropriate tools for the overall implementation of the PS/RtI to increase infrastructure.

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.

Ongoing progress monitoring will be utilized both for academic and behavioral areas. Data sources will include all county-wide adopted criteria, including PMRN, FAIR, FCAT, SAM, District-Wide Writing Prompts,SWBS (School-Wide Behavioral Support) and any/all other assessment tools adopted by Hernando County Schools. Baseline and midyear data will be gathered and monitored.
Ongoing progress monitoring probes for reading and skills based assessments for mathematices will be gathered every twenty days. Individual RtI data and graphs will be analyzed for Tier II and Tier III students to validate adequate progress.

Describe the plan to train staff on MTSS.

Staff training began during preschool with a follow-up occuring in October 2012. Additional PD/PLC training will be ongoing throughout the year. Eastside will have a school wide focus on data and the use of data to plan and evaluate instruction which is a cornerstone of MTSS. The analyzing of data will occur every week in groups dedicated to primary reading, intermediate reading, primary math, and intermediate math. What, who, and why will be identified. The specific grade levels will then meet that same week to develop instructional plans and learning stations to address the identified needs. Support will be given through the SBLT and district personnel.

Describe the plan to support MTSS.

The team, along with the sub committees, will support and promote the plan along with those who are involved in implenting the plan. The school-based leadership team will manage and monitor school-wide data. Grade level data will then be monitored and managed. Sub committees will monitor and manage classroom data, Individual student data will be managed and monitored by a sub committee.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Timothy S. Urban, Principal
AnnMarie Cagnina, Kindergarten Teacher
Gwynne Carpenter, Second Grade Teacher
Cathy Loiselle, Fourth Grade Teacher
Donna MacDonald, First Grade Teacher
Sue Howard, Third Grade Teacher
Margie Ellis, Intensive Reading Instructor
Derrick Tucker, Fifth Grade Teacher

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

The Literacy Leadership Team meets monthly to discuss baseline and ongoing data collection techniques (i.e. FAIR, and FCAT scores) and appropriate implementation of effective, research based strategies in the classroom. The team performs a vital function in the problem solving process for schoolwide literacy improvement by critically examining literacy initiatives, promoting schoolwide involvement in improvement of literacy skills among students, and planning professional development opportunities targeting reading for PLC sessions. Input from educational stakeholders is relayed during the meetings and concerns are discussed in an open forum. Members relay information at meetings to other school staff. The meetings are facilitated by the principal or his designee and serve the mission of supporting literacy instruction at the school level.

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

A new direction for Eastside Elementary School is a data driven culture using a learning-focused framework of instructional strategies. The major initiatives at Eastside Elementary School will be the fidelity of the ninety minutes reading block which will include whole group instruction, teacher lead centers, as well as centered activities to provide the opportunity for differentiated for all student needs.

Providing professional development and support to all instructional personnel in using the learning-focused framework as the focal point for all reading instruction.

Implementation and utilization of these strategies will be noted by administration and district reading coaches during reading walkthroughs and fidelity checks. (NCLB Elements 1 & 3)

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/21/2012)

*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.

Eastside Elementary offers many opportunities that aid in the successful transition to Kindergarten. Parents, when they register their children, are given pertinent information about the school, the mission statement and the transportation system available. Our parent facilitator orientates parents to our school and acts as a liason for them. A personal tour and question and answer session is provided. They also receive the School Readiness Inventory and help timeline. Our local FDLRS offers screenings of our future students ages 3 and up. Information and partnership has been established with the area VPK Pre Schools for non-disabled children. Tours and parent workshops are available to the Head Start students preparing to enter our school. Parent evaluations and survey results are used to measure the effectiveness of our plan. An ESE PreK program has been initiated at Eastside for the 2012-13 school year and is staffed with a certified teacher and two ESE paraprofessionals. Emphasis is placed in the program on preparing these special need students for successful transition to our Kindergarten classrooms by age 5. Our PreK teacher attends our primary professional learning community meetings and is also part of our SBLT. There is an exchange of ideas between all professionals in order to inform and help in a smooth pre-school transition In addition our PreK classroom participates in kindergarten art, music, physical education, STEM center, and reading classes. This provided positive interaction both socially and academically for our preK students.

*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:	EES students scoring Level 3 in reading will increase by eight percentage points.(NCLB Element 5)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Twenty-two percent(54 students) scored at achievement Level 3 in reading 2012.	For 2013, our expected level of performance will be thirty percent of our students will score Level 3 in reading.(NCLB Element 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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker, Summative walk-through data
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of research-based strategies within the LFS framework, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Insufficent time for students to learn and practice benchmark skills	Lengthening of units,allow professional judgment of pacing, prioritize benchmarks, remediation of deficient skills through flexible groups following the LFS model	Administration, SBLT, classroom teachers	Conduct walk throughs and PLC data analysis	FCAT, FAIR, Pearson SuccessMaker

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><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 colspan="5" align="center">No Data Submitted</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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Eastside Elementary will increase by six percentage points students scoring Level 4 or above in reading. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-two percent (51 students) scored at or above Achievement Level of 4 or higher in reading in 2012.	For 2013, our expected level of performance will be twenty-eight percent of our students will score at above Level 3 in reading.(NCLB Element 5)

<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>Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.</td><td>Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).</td><td>Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)</td><td>Conduct walk throughs,review lesson plans, check student work samples</td><td>FCAT, FAIR, Pearson SuccessMaker</td></tr>
<tr><td>2</td><td>Inconsistent scheduling of the problem solving process</td><td>Schedule school wide, grade level, classroom and student data chats</td><td>Administration and SBLT.</td><td>Schedule, agenda, data chat forms</td><td>SBLT forms</td></tr>
<tr><td>3</td><td>Disconnect between PLC and classroom practices with minimum follow up to support PLC</td><td>Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC's will connect to the LFS model. Teachers will use an LFS crosswalk as an integral part of their IPDP.</td><td>Administration and SBLT.</td><td>Conduct walk throughs, review lesson plans, check student work samples</td><td>FCAT, FAIR, Pearson SuccessMaker</td></tr>
<tr><td>4</td><td>Insufficient time to plan quality lessons to meet the varying needs of students in all subject area .</td><td>Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.</td><td>Administration and SBLT</td><td>Conduct walk throughs, review lesson plans, check student work samples and master schedule</td><td>FCAT, FAIR, Pearson SuccessMaker</td></tr>
</table>

5	Ineffective communication to all stakeholders .	Develop common language and expectations as described and outlined in the LFS framework.	Administration and SBLT	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Students lack literacy autonomy	Use the close reading structure	Administration, SBLT, classroom teachers	Conduct walk throughs and review lesson plans for close reading	FCAT, FAIR, Pearson SuccessMaker
7	Lack of resources and training for differentiating instruction for high achieving students	Training on Flexible Groupings using the LFS model to enforce benchmarks using materials appropriate to students with high reading level such as chapter books.	Administration, SBLT, classroom teachers	Conduct walk throughs and review lesson plans	FCAT, FAIR, Pearson SuccessMaker

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:	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
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:	Eastside Elementary students making learning gains in reading will increase by five percentage points .
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty-five percent (91) of our students made learning gains in reading 2012.	For 2013, our expected level of performance will be sixty percent of our students will make learning gains in reading. (NCLB Element 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
	Teachers lack of knowledge of standards, rigor and complexity	Utilize the extended thinking, summarizing strategies, and	Administration, instructional coaches, Title I	Conduct walk throughs,review lesson plans, check student	FCAT, FAIR, Pearson SuccessMaker

1	impedes differentiation of instruction.	vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	school improvement facilitator. school based leadership team (SBLT)	work samples	
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC .	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area .	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders .	Develop common language and expectations outlined in LFS	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Students reading too simple text materials	Teachers will receive training on text complexity and incorporate these strategies into their classrooms. Reading coaches to model during planning period and use gradual release model for full classroom implementaion	Administration, SBLT, reading coaches, classroom teachers	Lesson evaluation on text complexity	FCAT
7	Individualize instructional needs for students are not being analyzed and addressed	Teachers will receive training on recognizing various levels of reading proficiency and how to address specific needs of students through flexible groupings	Administration, SBLT, classroom teachers	Conduct walk throughs, consistent and pervasive use of LFS	FCAT, FAIR, Pearson SuccessMaker

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:	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
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:	Eastside Elementary percentage of students in lowest 25% earning learning gains will increase by five percentage points (NCLB Element 5)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Fifty-one percent (21 students)in lowest 25% earned a learning gain on FCAT Reading in 2012.	For 2013, our expected level of performance will be 56% of students in lowest 25% will make learning gains 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
1	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area .	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS	Administration and SBLT	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Students deficient in prior years benchmarks in addition to acquiring on grade level benchmarks	Remediate deficient prior skills with direct small group instruction. Provide scaffolding during whole group on grade level instruction through collaborative structures. Incorporate Kagan rally coaching structure during learning stations to provide support for struggling students.	Administration, SBLT, classroom teacher	Conduct walk throughs, review lesson plans, check student work samples, weekly data chats to monitor growth	FCAT, FAIR, Pearson SuccessMaker, on going progress monitoring

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 #
	Eastside baseline was 50%. Eastside students will increase proficiency in reading by 25% resulting in 75% of our students being proficient in reading in 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	58%	63%	67%	71%	

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:	Black subgroup will increase by 7% proficiency. Hispanic subgroup will increase by 17% proficiency. White subgroup will increase by 14% proficiency .
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty-six percent (137) of our students were Level 1 or Level 2 in reading. Seventy percent (23 students) of our Black subgroup, and sixty percent(21 students) of our Hispanic subgroup, and fifty-one percent (84 students) of our White subgroup did not make satisfactory progress in reading.	Black subgroup 37% proficient. Hispanic subgroup 57% proficient. White subgroup 63% proficient.

<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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model.All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Students not engaged in lessons	1)Provide multiple avenues of learning in content, process, and product. Limit whole group instruction and increase individual accountability through student data chats and graphing.	Administration, SBLT, classroom teachers	Walk throughs, student portfolios, lesson plans	FCAT, FAIR, Pearson SuccessMaker
7	Students not being successful because of use of reading materials above their level	Flexible grouping will allow students to be successful with below grade level reading while still acquire grade level skills. Students will graph	Administration, SBLT, classroom teachers	Walk throughs, student portfolios, lesson plans	FCAT, FAIR, Pearson SuccessMaker

		success by showing growth.			

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:	Eastside Elementary ELL students making satisfactory progress in reading will increase by 17%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-four percent (14 students) of the ELL students did not make satisfactory progress in reading.	For 2013, our expected level of performance for our ELL students making satisfactory progress in reading will be 43%. (Element 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	ESOL strategies are not used consistently.	• Embed ESOL strategies into lesson plans.	ESOL Lead	Review lesson plans and ESOL strategies documented	FCAT,FAIR, Pearson SuccessMaker, CELLA
2	ELLs need targeted instructional support for specific building blocks in reading, including vocabulary development, fluency, reading comprehension cognitive complexity, understanding of test item format, and English language proficiency.	ESOL teachers, Developmental Language Arts Through ESOL teachers, and ESOL paraprofessionals will provided support to ELLs on particular areas of deficiencies in Reading.	ESOL Lead	Review lesson plans and ESOL strategies documented	FCAT,FAIR, Pearson SuccessMaker, CELLA
3	Instructional materials are not used with fidelity.	Utilize the instructional materials that address the needs of ELLs	ESOL Lead	Review lesson plans and ESOL strategies documented	Review lesson plans and ESOL strategies documented

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:	Eastside Elementary SWD students making satisfactory progress in reading will increase by 21%.(NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eight-five percent (28 students) of the SWD students did not make satisfactory progress in reading.	For 2013, our expected level of performance for our SWD students making satisfacoty progress in reading will be 36%. (Element 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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of	Utilize the extended thinking, summarizing strategies, and vocabulary in context	Administration, instructional coaches, Title I school improvement	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker

	instruction.	that are part of the Learning Focused Strategy Model (LFS).	facilitator. school based leadership team (SBLT)		
2	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utlize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
3	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Insufficient time for scaffolding instruction and required accomodations.	1.Use of co-teacher in designated ESE classrooms. 2.Collaborative structures to provide support and scaffolding.	Administration,SBLT, and classroom teachers.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker

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:	Eastside Elementary Economically Disadvantaged students making satisfactory progress in reading will increase by 14%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty-nine percent (122 students) of the Economically Disadvantaged students did not make satisfactory progress in reading.	For 2013, our expected level of performance for our Economically Disadvantaged students making satisfacoty progress in reading will be 55%. (Element 5)

<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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
	Insufficient time to plan	Increase planning time,	Administration and	Conduct walk throughs,	FCAT, FAIR,

4	quality lessons to meet the varying needs of students in all subject area	departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	SBLT.	review lesson plans, check student work samples and master schedule	Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Lack of background knowledge to support literacy independence	Provide many experiences through the use of; technology, read alouds,and realia, to supplement learning.	Administration, SBLT, classroom teacher	Use of internet resources, walk throughs, lesson plans	FCAT, FAIR, Pearson SuccessMaker

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
Introduce close reading and text complexity using the LFS model strategies of extending thinking, summarizing, and vocabulary in context.	K and Grade 1 Literacy Teams	District Reading Coaches	K and Grade 1 Literacy Teams	Specific trainings scheduled throughout school year such as PLC, grade level data chats.	District coaches will work in classrooms using the gradual release model in order to model and coach selected teachers.	Administation and District Reading Coach
Assist teachers in using FAIR data to make instructional decisions	K-Grade 5 Literacy Teams	District Reading Coaches	K-Grade 5 Literacy Teams	Specific trainings scheduled throughout school year such as PLC, grade level data chats.	District Reading Coaches will attend team data chats.	District Reading Coaches
Support teachers as they implement the CCSS Foundational Skills through planning of the Acquisiton Lessons	K - Grade 5 Literacy Teams	District Reading Coaches	K-Grade 5 Literacy Teams	Specific trainings scheduled throughout school year such as PLC, grade level data chats.	District coaches will work in classrooms using the gradual release model in order to model and coach selected teachers.	Administration and District Readidng Coaches
Teachers from EES will visit other schools to observe best practices in reading and/or to observe teachers who are implementing LFS	K-Grade 5 teachers	Administration	K-Grade 5 teachers	Throughout the school year	Walkthroughs	Administration
Peason SM5 and Waterford Tune In To Reading training	K-5 and support personnel	Peason and Tune In To Reading consultants	K-5 and support personnel	Throughout the school year	Data chats	Administration

Learning-Focused Strategies training in Acquisition Lessons and Flexible Grouping	k-5 and support personnel	LFS Trainer	K-5 and support personnel	First semester	Walkthroughs	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Reading Resouce	Direction for students identified as performing below grade level	Title I	$77,000.00
Reading materials for classroom and Title I Extended Day/Year tutoring program	Replacement of consumable student materials for Extended Day/Year tutoring program. Materials for teaching reading during differentiated instruction in the classroom.	Title I	$2,000.00
			Subtotal: $79,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Pearson SuccessMaker and Waterford software programs will be utilized by students to differentiate for their instructional needs based on individual student data.	Pearson SuccessMaker, Pearson Waterford, Tune In to Reading	Title I	$35,264.00
			Subtotal: $35,264.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Educational consultants from Pearson will meet with teachers to help them use the new software. Learning Focus Strategies module will be incorporated into all core curriculum areas.	Pearson SuccessMaker and Waterford. LFS.	Title I	$7,875.00
Observation of teachers from other schools.	Partnering with other schools	Title II	$4,500.00
			Subtotal: $12,375.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Provide additional resource materials regarding LFS	Teacher manuals	Title II	$500.00
Pearson Lab Manager	Salary and benefits	Title I	$40,348.21
School Improvement Facilitator	1/2 Salary and benefits	Title I	$37,500.00
			Subtotal: $78,348.21
			Grand Total: $204,987.21

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.	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking

CELLA Goal #1:	assessment will increase from 33% (10) in the 2011-12 school year to 43%.

2012 Current Percent of Students Proficient in listening/speaking:

Thirty-three percent of our 2012 ELL students were proficient in listening and 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
1	A prescriptive approach, derived from CELLA data, targeting students' areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs, and during the delivery of services by the paraprofessionals.	(1)Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including listening and speaking and emphasize developing ELL's English language proficiencies. (2)Computerized instruction provided by the ESOL Paraprofessional or Developmental Language Arts Through ESOL teacher using Rosetta Stone English Level 1,2,3 and ancillary resources will be used to reinforce the mastery of concepts and skills for areas of deficiencies in listening and speaking.	K. Rojero ESOL Lead Teacher	Review of Rosetta Stone Student Reports Review of progress on each of the areas of CELLA.	CELLA Test Results

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:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 27% (8) in the 2011-12 school year to 37%.

2012 Current Percent of Students Proficient in reading:

Twenty-seven percent of our 2012 ELL students were 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
	A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs, and during the delivery of services by paraprofessionals.	(1)Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including reading, and emphasize developing ELL's English proficiencies (2)ESOL paraprofessionals will	K. Rojero ESOL Lead Teacher	Review of reading data including computer lab generated reports, reading grades and progress on CELLA.	CELLA test results

| 1 | | assist in providing needed support in group and individualized settings utilizing bilingual instruction and ESOL instructional learning strategies focused on particular areas of deficiencies and supportive building blocks such as vocabulary development and comprehension techniques. | | | |

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 17% (5) in the 2011-12 school year to 27%.
2012 Current Percent of Students Proficient in writing:	
Seventeen percent of our 2012 ELL students were 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
1	Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.	K. Rojero ESOL Lead Teacher	Review of ELL scores on district writing prompts and CELLA Writing scores.	CELLA test results

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
Best Practices	Training in best practices for ESOL teachers and ESOL paraprofessionals	District Title III Part A Grant	$2,100.00
			Subtotal: $2,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,100.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Eastside Elementary will increase by eight percentage points students scoring Level 3 in mathematics.(NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-four percent(57 students)scored at acheivement Level 3 in mathematics in 2012.	For 2013, our expected level of performance will be thirty-two percent of our students will score Level 3 in mathematics.(NCLB Element 5)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.</td>
<td>Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).</td>
<td>Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)</td>
<td>Conduct walk throughs,review lesson plans, check student work samples</td>
<td>FCAT, FAIR, Pearson SuccessMaker, Summative walk-through data</td>
</tr>
<tr>
<td>2</td>
<td>Inconsistent scheduling of the problem solving process</td>
<td>Schedule school wide, grade level, classroom and student data chats</td>
<td>Administration and SBLT.</td>
<td>Schedule, agenda, data chat forms</td>
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<tr>
<td>3</td>
<td>Disconnect between PLC and classroom practices with minimum follow up to support PLC</td>
<td>Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.</td>
<td>Administration and SBLT.</td>
<td>Conduct walk throughs, review lesson plans, check student work samples</td>
<td>FCAT, FAIR, Pearson SuccessMaker</td>
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<tr>
<td>4</td>
<td>Insufficient time to plan quality lessons to meet the varying needs of students in all subject area</td>
<td>Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.</td>
<td>Administration and SBLT.</td>
<td>Conduct walk throughs, review lesson plans, check student work samples and master schedule</td>
<td>FCAT, FAIR, Pearson SuccessMaker</td>
</tr>
<tr>
<td>5</td>
<td>Ineffective communication to all stakeholders</td>
<td>Develop common language and expectations outlined in LFS.</td>
<td>Administration and SBLT.</td>
<td>Conduct walk throughs, consistent and pervasive use of research-based strategies within the LFS framework, review of lesson plans</td>
<td>FCAT, FAIR, Pearson SuccessMaker</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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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
	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:	Eastside Elementary will increase by six percentage points students scoring at or above Level 4 in mathematics.(NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifteen percent(35 students)scored at or above acheivement Level 4 in mathematics in 2012.	For 2013, our expected level of performance will be twenty-one percent of our students will score at or above achievement Level 4 in mathematics.(NCLB Element 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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC's will connect to the LFS model. Teachers will use an LFS crosswalk as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area .	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders .	Develop common language and expectations as described and outlined in the LFS framework.	Administration and SBLT	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker

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:

NA

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

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<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><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 colspan="5" align="center">No Data Submitted</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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Eastside Elementary will increase by five percentage points students making learning gains in mathematics . (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty-nine percent(82 students)made learning gains in mathematics in 2012.	For 2013, our expected level of performance will be fifty-four percent of our students will make learning gains in mathematics.(NCLB Element 5)

<table>
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<tr><td>5</td><td>Ineffective communication to all stakeholders .</td><td>Develop common language and expectations outlined in</td><td>Administration and SBLT.</td><td>Conduct walk throughs, consistent and pervasive use of LFS, review of</td><td>FCAT, FAIR, Pearson SuccessMaker</td></tr>
</table>

		LFS		lesson plans	

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

<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
		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:	Eastside Elementary will increase by six percentage points our students in lowest 25% making learning gains in mathematics.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Forty-one percent(18) of our students in lowest 25% made learning gains in mathematics in 2012.	For 2013, our expected level of performance will be forty-seven percent of our students in lowest 25% will make learning gains in mathematics.(NCLB Element 5)

<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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker

4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area .	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS	Administration and SBLT	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker

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 #
	Eastside's baseline data 2010-2011 was 43%. Our students will increase by 29% scoring proficiency in math resulting in 72% of our students being proficient in 2016-2017.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39%	53%	57%	62%	67%	

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:	Black subgroup will increase by 3% proficiency. Hispanic subgroup will increase by 8% proficiency. White subgroup will increase by 15% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixy-one percent (151) of our students were Level 1 or Level 2 in math. Fifty-nine percent (97 students) of our White subgroup, seventy-six percent (25 students) of our Black subgroup, and fifty-seven percent(20 students) of our Hispanic subgroup did not make satisfactory progress in math.	Black subgroup will achieve 27% proficiency. Hispanic subgroup will achieve 51% proficiency. White subgroup will achieve 56% proficiency.

<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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model.All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master	FCAT, FAIR, Pearson SuccessMaker

	area	STEM blocks.		schedule	
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker

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:	Eastside Elementary ELL students making satisfactory progress in math will increase by 17% (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-four percent (14 students) of the ELL students did not make satisfactory progress in math.	For 2013, our expected level of performance for our ELL students making satisfacoty progress in math will be 43%. (Element 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	• ESOL strategies are not used consistently. • Instructional materials are not used with fidelity. • ELLs need targeted instructional support for specific building blocks in reading, including vocabulary development, fluency, reading comprehension cognitive complexity, understanding of test item format, and English language proficiency.	• Embed ESOL strategies into lesson plans. • Utilize instructional materials that address the needs of English Language Learners. • ESOL teachers, Developmental Language Arts Through ESOL teachers, and ESOL paraprofessionals will provided support to ELLs on particular areas of deficiencies in Reading. • Supplemental Title III, Part A Extended day/ year opportunities will be provided, based on need, for additional one on one reading opportunities and support. These programs will include effective instructional strategies provided by trained teachers and paraprofessionals concentrating on areas of deficiencies for ELLs.	ESOL Lead	Review lesson plans and ESOL strategies documented	FCAT,FAIR, Pearson SuccessMaker

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:	Eastside Elementary SWD students making satisfactory progress in math will increase by 21%. (NCLB Element 5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eighty-eight percent (29 students) of the SWD students did not make satisfactory progress in math.	For 2013, our expected level of performance for our SWD students making satisfacoty progress in math will be 33%. (Element 5)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utlize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
3	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker

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:	Eastside Elementary economically disadvantaged students making satisfactory progress in math will increase by 11%. (NCLB Element 5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-three percent (131 students) of the economically disadvantaged students did not make satisfactory progress in math.	For 2013, our expected level of performance for our Economically Disadvantaged students making satisfacoty progress in math will be 48%. (Element 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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
	Disconnect between PLC and classroom practices with minimum follow up to	Utilize the rubrics and monitoring guide associated with the LFS	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work	FCAT, FAIR, Pearson SuccessMaker

	3	support PLC	Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.		samples	
	4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
	5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker

End of Elementary School Mathematics Goal

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
Analyze summative assessments through our district based assessment program (SAM) and develop LFS strategies to address needs based on data	Grades 2-5	District math coach and Assessment teacher	Teachers and support personnel grades 2-5	Specific trainings scheduled throughout school year such as PLC and grade level data chats	District math coach and support personnel will work in classrooms using the gradual release model in order to implement LFS strategies.	Administration and district math coach
Multi-tiered System of Support, Problem Solving Process	Grades K-5	School psychologist	Teachers and support personnel grades K-5	Specific trainings scheduled throughout school year such as PLC and grade level data chats	School psychologist will review student folders to evaluate proper procedures being followed	Administration
Performance Matters historical data base and mathematics assessement administration	Grades 2-5	Assessment Teacher	Grades 2-5	Specific trainings scheduled throughout school year	Assessment teacher will meet with teachers after each assessment period to evaluate effectiveness of core instruction in each grade level.	Administration

Mathematics 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
Pearson SuccessMaker software program will be utilized by students to differentiate for their instructional needs based on individual student data.	Pearson SuccessMaker	Title I	$10,043.00
			Subtotal: $10,043.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Educational consultants from Pearson will meet with teachers to help them use the new software. Learning Focus Strategies module will be incorporated into all core curriculum areas.	Pearson SuccessMaker and LFS	Title I	$2,050.00
			Subtotal: $2,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $12,093.00

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:	Eastside Elementary will increase by four percentage points students scoring Level 3 in science.(NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Nineteen percent(18 students) scored at achievement Level 3 in science 2012.	For 2013, our expected level of performance will be twenty-three percent of our students will score Level 3 in science.(NCLB Element 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
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1	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker, Summative walk-through data
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC will connect to the LFS model. Teachers will use LFS as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
	Insufficient time to plan quality lessons to	Increase planning time, departmentalize all	Administration and SBLT.	Conduct walk throughs, review	FCAT, FAIR, Pearson

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	meet the varying needs of students in all subject area	grade levels, and integrate subjects into literacy and STEM blocks.		lesson plans, check student work samples and master schedule	SuccessMaker
5	Ineffective communication to all stakeholders	Develop common language and expectations outlined in LFS.	Administration and SBLT.	Conduct walk throughs, consistent and pervasive use of research-based strategies within the LFS framework, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Students do not receive enough time for hands on science investigation in the lower grades.	1)Hands on activities will be emphasized in all grades during STEM which occurs once a week for each class K-5 in our media/science center 2) Designated time for science on the master schedule	Administration, SBLT, STEM teacher	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, SAM, FCAT Explorer
7	Students need more experience with the scientific method	1)All grades will use the scientific method and partifipate in EES science fair with a class project. STEM instructor will demonstrate and model the scientific method. 2) Grades 3 and 4 students will be encouraged and grade 5 students will be required to participate in the county science fair with individual projects.	Administration, SBLT, STEM teacher	Science fair projects	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<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
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:	Eastside Elementary will increase by three percentage points students scoring a Level 4 or above in science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Eleven percent(10 students) scored at or above achievement Level 4 in science 2012.	For 2013, our expected level of performance will be fourteen percent of our students will score at or above achievement Level 4 in science.(NCLB Element 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	Teachers lack of knowledge of standards, rigor and complexity impedes differentiation of instruction.	Utilize the extended thinking, summarizing strategies, and vocabulary in context that are part of the Learning Focused Strategy Model (LFS).	Administration, instructional coaches, Title I school improvement facilitator. school based leadership team (SBLT)	Conduct walk throughs,review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
2	Inconsistent scheduling of the problem solving process	Schedule school wide, grade level, classroom and student data chats	Administration and SBLT.	Schedule, agenda, data chat forms	SBLT forms
3	Disconnect between PLC and classroom practices with minimum follow up to support PLC	Utilize the rubrics and monitoring guide associated with the LFS Model. All PLC's will connect to the LFS model. Teachers will use an LFS crosswalk as an integral part of their IPDP.	Administration and SBLT.	Conduct walk throughs, review lesson plans, check student work samples	FCAT, FAIR, Pearson SuccessMaker
4	Insufficient time to plan quality lessons to meet the varying needs of students in all subject area .	Increase planning time, departmentalize all grade levels, and integrate subjects into literacy and STEM blocks.	Administration and SBLT	Conduct walk throughs, review lesson plans, check student work samples and master schedule	FCAT, FAIR, Pearson SuccessMaker
5	Ineffective communication to all stakeholders .	Develop common language and expectations as described and outlined in the LFS framework.	Administration and SBLT	Conduct walk throughs, consistent and pervasive use of LFS, review of lesson plans	FCAT, FAIR, Pearson SuccessMaker
6	Lack of time for science labs, experiments, and independen student investigations	1) STEM program will provide hands on learning labs using the 7-E inquiry based model. 2)Students will conduct hands on experiments in classroom using Fusion lessons.	Administration, SBLT, STEM and classroom teacher	Conduct walk throughs, review lesson plans, check student work samples	FCAT, SAM, FCAT Explorer, Fusion 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 science. Science Goal #2b:	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
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
Performance Matters historical data base and science assessement administration	Grades 3-5	Assessment Teacher and STEM personnel	Grades 3-5	Specific trainings scheduled throughout school year	Assessment teacher and STEM personnel will meet with teachers after each assessment period to evaluate effectiveness of core instruction in each grade level.	Assessment Teacher
SIG 1003(a) Science Resource Matrix	Grades K-5	STEM personel and staff involved in resource matrix in the summer	Grades K-5	Specific trainings scheduled throughout school year	STEM personnel and school improvement facilitator will document delivery of matrix to all grade levels	School Improvement Facilitator
Visitation and collaboration with schools showing high scores in science	Grade 4-5	STEM personel, classroom science teachers	Grades 4-5	During first semester	Sharing of observations during PLC	Administration and SBLT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry-based instructional materials	2010-2011 Science instructional materials adoption	504 Funds	$8,703.00
		Subtotal: $8,703.00	

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
Visitation of high performing science elementary school	Substitute pay	Title II	$2,000.00
		Subtotal: $2,000.00	

Other			

Strategy	Description of Resources	Funding Source	Available Amount
Encouragement of hands on science activities	Laboratory materials	2012-2012 State Science Instructional Laboratory Materials Fund	$537.00
		Subtotal: $537.00	
		Grand Total: $11,240.00	

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:	Eastside Elementary will increase by two percentage points students scoring at achievement Level 3.0 and higher in writing.(NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eighty percent (58 students) scored at achievement Level 3.0 and higher in writing 2012.	For 2013, our expected level of performance will be eight-two percent of our students will score at achievement Level 3.0 and higher in writing.(NCLB Element 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	Students entering fourth grade do not adequately have the tools to take brainstormed ideas and accurately organize those ideas utilizing proper conventions and writing format.	Teachers will incorporate brainstorming techniques, graphic organizers, modeling, and proofreading strategies. Training will be provided to the teachers, specifically fourth grade, in order to provide the proper tools to enhance the Writing process. Additionally,teachersin grades 2nd-5th will be trained to know how to holistically grade using the Hernando County rubric.	Administration; Training Coordinator	Students will be monitored in the classroom regularly with grade level prompts that are both narrative and expository. Intermediate levels will incorporate persuasive prompts. Rubrics will be incorporated and student conferencing will be utilized, along with a tracking system to demonstrate growth to the students. Additionally, district progress monitored prompts will determine if the strategy is effective.	District Writing Prompts; Periodic classroom and grade level prompts, Hernando County Writing Rubrics
2	State raising the proficiency rate from 3.0 to 3.5	To continue district wide writing prompts to assess student performance and identify proper accomodations. Increasing writing throughout the curriculum utilizing correct grammar.	Administration and SBLT	District writing prompts and daily journals	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1b. Florida Alternate Assessment: Students scoring

at 4 or higher in writing. Writing Goal #1b:	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
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
How To Teach The Writing Process; How To Incorporate Writing Into Centers; The Reading and Writing Connection	4th/Writing	Heather McCarty: Assistant Principal; Previous Writing Coach (2010-2011, 2008-2009, 2005-2006)	All Fourth Grade Teachers	Two Writing Trainings: Quarter One, Quarter Two	Teacher Conferencing; Walkthroughs; Data Chats	Heather McCarty

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
Teachers will incorporate brainstorming techniques, graphic organizers, modeling, and proofreading strategies. Training will be provided to the			

| | | teachers, specifically fourth grade, in order to provide the proper tools to enhance the Writing process. Additionally,teachers in grades 2nd-5th will be trained to know how to holistically grade using the Hernando County rubric. | Substitutes | Title II Funds | $2,700.00 |

	Subtotal: $2,700.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,700.00

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:	Eastside Elementary will reduce rates of absenteeism by 1 percentage point. (which represents approximately 11 students) when compared with previous year's data.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, Eastside's attendance rate was 93% average daily attendance with a total enrollment at the end of the year equaling 557 students (with an average of 518 students attending daily).	For 2013, we expect to increase our attendance rate 1% to a total of 94% average daily attendance(which represents 529 students attending daily on average dependent upon enrollment for the 2012-2013 school year).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 243 students had 10 or more absences. That is approximately 44% of the total population (dependent on enrollment fluctuations).	For 2013, our expected number of students with excessive absences will decrease by 5 percentage points, which represents a decrease of approximately 28 students. The goal is to have less the 39% of our students missing 10 days or more.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 14 students, or 3% of the population, evidenced excessive tardies (10 or more) including unexcused early pickups.	For 2013, our goal is 2% of the total population will reflect excessive tardies (11 students) including unexcused early pickups.

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 motivational and engaging instructional focus as students arrive and throughout the day.	Provide motivational, high interest,engaging, instructional lessons as students arrive and throughout the day.	SBLT and classroom teachers	Analyze tardy and attendance data quarterly	Attendance and tardy 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
Learning Focus Strategies: Acquistion Lessons and Flexible Grouping	K-5	LFS Trainer	School-wide	Trainings held during Preschool and October. Ongoing support from LFS trainer	Classroom walk throughs and PLC data chats	Administration and SBLT
Inquiry-based instructional model	K-5	District personnel	School-wide	School based PLC weekly with district personnel facilitatinga mimimum of once a month	Classroom walk throughs and PLC data chats and discussions and reflections	Administration and SBLT

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Eastside Elementary will implement positive discipline procedures in a schoolwide effort to reduce the number of students receiving ISS or OSS yearly by a minimum of 3 percentage points.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, in School Suspension was assigned 81 times.	For 2013, in-school suspensions will be assigned no more than 79 times. (a reduction of 2 ISS assignments)

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the total number of students given ISS was 59 representing 12% of our population.	For 2013, the expected number of students suspended in school will reduce to 56 representing 11% of our population.(a reduction of 3 students who will receive increased positive disciplines).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the total number of Out of School Suspensions was 36.	For 2013, the expected number of out of school suspensions will reduce to 32 (a reduction of 4 students).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the total number of students given OSS was 20 representing 4% of our population. Four students were repeat offenders.	For 2013, the expected number of students suspended out of school will reduce to 16 or 3.2% of our population (a reduction of 4 students assigned OSS.

	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 academic success for all students. Students who are most susceptible to OSS are low acheivers.	Provide differentiated learning strategies and scaffolding for students in need to promote academic success. Positive behavior will be encouraged through the development of a PBS plan.	Classroom teachers and SBLT	School wide behavior system team will analyze discipline referrals patterns quarterly.	School-wide Discipline data will be gathered quarterly(ISS and OSS assignments), calculated and shared with staff.

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
Positive Behavior System	K-5	District personnel	School-wide	Year long development	Timeline for PBS implementation	Administration and SBLT

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.*	Eastside Elementary expects to increase the percentage of parent involvement activities by a minimum of 5 percentage points in attendance at schoolwide functions. (NCLB Element 8)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012 an average of 20% (118) of our Eastside families attended school based activites. (NCLB Element 8)	For 2013, our expected level of Parent Involvement will increase to an average of 26% attending school based events. (NCLB Element 8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are lacking in background knowledge regarding the education system and in some cases seem reluctant to become involved.	Specific subject and grade level parent workshop evening will be conducted. Family Fun nights, interactive homework exercises, and an improved communication strategy will be implemented via the website, usage of planners, and Global Connect. Partnerships between the PTA, YMCA, and SAC will be extended and encouraged through multiple opportunities for interactions. Annual Title I meeting will incorporate a free dinner, giveaways, and other motivational items to encourage attendance.	Title I Parent Educator, School Improvement Facilitator, Administration, and SAC committee members	Attendance rates at parent events will be analyzed for increasing trends, number of site based parent involvement activities will increase, and feedback surveys generated from parent input and teacher input will be disseminated.	Event response forms, participant surveys,sign-in sheets, and informal and formal observations of parent involvement by administration, as well as the use of a tracking form to collect and analyze all the data

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
Effective parent and teacher communication - to increase parental involvement which correlates to increased student achievement.	K-5	Title I School Improvement Facilitator and Title I Parent Educator	school-wide	Within the first semester of school	Monitor Annual Meeting Participation Rate and Event Response Forms	Title I Parent Educator and Title I School Improvement Facilitator.
Professional development for teachers will occur 2 times per year during the PLC rotations. Classroom teachers will be updated on the educational materials and services available in the Family Center to increase effective home to school connections.	K-5	Title I Parent Educator	school-wide	PLC rotations on an ongoing basis throughout the year.	Event Response Forms will be gathered from teachers, interactive homework program results will be tallied, and administration will oversee the implementation of the professional development opportunities.	Administration, Title I Parent Educator, and Title I School Improvement Facilitator.

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Replacement of consumables for Title I Family Center.	Academic check-out materials for students to take home.	Title I	$3,000.00
		Subtotal: $3,000.00	

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount

Site-based Parent Educator (full time)	Salary and Benefits	Title I	$35,725.89

<div align="right">Subtotal: $35,725.89</div>

Grand Total: $38,725.89

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:	Based on the disaggregation of data of both mathematics and science, a SPARK lab will be placed on the wheel so all students K-5 will receive hands-on inquiry based science and mathematic instruction. Thirty-seven percent of our students were proficient in mathematics and thirty percent were proficient in science in 2012. Our goal for 2013 is to increase mathematic proficiency by six percent and our science proficiency by seven percent.

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 integration between science and the math 5E model for inquiry based learning.	Create a SPARK lab to use as a model for teachers to observe the intergration of science and math through technology and media resources.	Administration and SBLT	Conduct walk throughs,review lesson plans, check student work samples, and data chats	SAM,FCAT
2	Teachers require additional training in science, technology, engineering, and mathematics in preparation for the new STEM accountability requirements.	Teachers unpack the benchmarks, use appropiate level of cognitive complexity for planning and delivering that follow the gradual release model.	SBLT and administrators	Walkthrough, observation, master schedule and data chats.	SAM, FCAT

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	Reading Resouce	Direction for students identified as performing below grade level	Title I	$77,000.00
Reading	Reading materials for classroom and Title I Extended Day/Year tutoring program	Replacement of consumable student materials for Extended Day/Year tutoring program. Materials for teaching reading during differentiated instruction in the classroom.	Title I	$2,000.00
Science	Inquiry-based instructional materials	2010-2011 Science instructional materials adoption	504 Funds	$8,703.00
Parent Involvement	Replacement of consumables for Title I Family Center.	Academic check-out materials for students to take home.	Title I	$3,000.00
				Subtotal: $90,703.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pearson SuccessMaker and Waterford software programs will be utilized by students to differentiate for their instructional needs based on individual student data.	Pearson SuccessMaker, Pearson Waterford, Tune In to Reading	Title I	$35,264.00
Mathematics	Pearson SuccessMaker software program will be utilized by students to differentiate for their instructional needs based on individual student data.	Pearson SuccessMaker	Title I	$10,043.00
				Subtotal: $45,307.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Educational consultants from Pearson will meet with teachers to help them use the new software. Learning Focus Strategies module will be incorporated into all core curriculum areas.	Pearson SuccessMaker and Waterford. LFS.	Title I	$7,875.00
Reading	Observation of teachers from other schools.	Partnering with other schools	Title II	$4,500.00
CELLA	Best Practices	Training in best practices for ESOL teachers and ESOL paraprofessionals	District Title III Part A Grant	$2,100.00
Mathematics	Educational consultants from Pearson will meet with teachers to help them use the new software. Learning Focus Strategies module will be incorporated into all core curriculum areas.	Pearson SuccessMaker and LFS	Title I	$2,050.00
Science	Visitation of high performing science elementary school	Substitute pay	Title II	$2,000.00
	Teachers will incorporate			

		brainstorming techniques, graphic organizers, modeling, and proofreading strategies. Training will be provided to the teachers, specifically fourth grade, in order to provide the proper tools to enhance the Writing process. Additionally,teachers in grades 2nd-5th will be trained to know how to holistically grade using the Hernando County rubric.			
Writing			Substitutes	Title II Funds	$2,700.00
				Subtotal:	$21,225.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional resource materials regarding LFS	Teacher manuals	Title II	$500.00
Reading	Pearson Lab Manager	Salary and benefits	Title I	$40,348.21
Reading	School Improvement Facilitator	1/2 Salary and benefits	Title I	$37,500.00
Science	Encouragement of hands on science activities	Laboratory materials	2012-2012 State Science Instructional Laboratory Materials Fund	$537.00
Parent Involvement	Site-based Parent Educator (full time)	Salary and Benefits	Title I	$35,725.89
				Subtotal: $114,611.10
				Grand Total: $271,846.10

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA	

Are you a reward school: j͡n Yes j͡n No

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

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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

A presentation of the School Improvement Plan will be developed and shared with the SAC Team. Data relevant to the SIP goals will be reviewed by both the SBLT as well as the SAC Team on a quarterly basis. SAC team members will be encouraged to bring ideas to further improve student learning and the school culture at EES through an inclusive agenda.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hernando School District
EASTSIDE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	70%	73%	44%	256	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	63%	54%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	52% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					485	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Hernando School District
EASTSIDE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	72%	73%	35%	256	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	55%			109	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?	47% (NO)	56% (YES)			103	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					468	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested