FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHESTNUT ELEMENTARY SCHOOL FOR SCIENCE AND ENGINEERING

District Name: Osceola

Principal: Karen M. Bracy

SAC Chair: Felisa Lewis

Superintendent: Melba Luciano

Date of School Board Approval:

Last Modified on: 9/10/2012

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

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

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	Karen M. Bracy	BS Elementary Education, MS Education, Reading Specialist, Ed Leadership, School Principal, ESOL Endorsement	4	21	2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72% 2008-09 Grade=B, AYP 95% 2007-08 Grade=B, AYP 85% 2006-07 Grade=B, AYP 82% 2005-06 Grade=B, AYP 92%
Assis Principal	Lana Fenn	BS Elementary Education, MS Education, ESOL Endorsement	1	1	

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)
Literacy Coach	Maria Castro	BS Elementary Education MS Reading ESOL Certification	5	3	2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72%
Learning Resource Specialist	Julie McClintock	Primary Ed K-3 Elem Ed 1-6 Ed Leadership EOSL Endorsement Reading Endorsement	3	8	2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=A, AYP 87% 2008-09 Grade=A, AYP 97% 2007-08 Grade=B, AYP 85% 2006-07 Grade=B, AYP 82% 2005-06 Grade=B, AYP 92%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. PD Mentoring Program	Karen Bracy	June 2013	
2	2. Professional Learning Communities & Lesson Study Teams	Karen Bracy	June 2013	
3	3. Literacy PD Teaching Model	Maria Castro	June 2013	
4	4. Marzano Professional Development	Karen Bracy	June 2013	
5	5. STEM PD Teaching Model	Julie McClintock	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
53	15.1%(8)	24.5%(13)	47.2%(25)	15.1%(8)	39.6%(21)	100.0%(53)	17.0%(9)	5.7%(3)	66.0%(35)

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
Julie McClintock	Portfolio Requirements AIMS Science Block Lab Teacher STEM Teachers	Marzano Professional Development, STEM Instruction, & Classroom Implementation	Professional Learning Communities, Lesson Design/Planning Model and on-going Coaching support
Maria Castro	Renee Cody Jackie Alden Nancy Pereyra	Marzano Professional Development, Literacy Instruction, & Classroom Implementation	Professional Learning Communities, Lesson Design/Planning Model and on-going Coaching support
Kelly Gooden Jennifer Alvarado Maria Castro Julie McClintock Karen Bracy Lana Fenn	All Teachers	Marzano Teacher Evaluation System	Marzano Workshops and on-going Coaching support
Eliza Bermudez	Jill Rissetto Christopher Bonner	ASD Team	ASD Professional Learning Community
Ashleigh Laswell Linda Perez Nancy Breznicky Kelly Gooden Denise Falloon Zenia Morales Katie Kotoulis Jennifer King	Odila Rivera Hilary Hays Vanessa Vicens Robert Hanzely Megan Hanzely Ewa Rozpedowski Hannah Laswell Brandi Baker	Content Area Teams Grade Level Teams	Professional Learning Communities, Lesson Design/Planning Model and on-going Coaching support

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A will supplement the academic instruction at the Title I school-wide school. The funds will supplement reading, math, writing, and science to increase student achievement. The Title I, Part A funds will be used to raise the schoolwide achievement.

Title I, Part C- Migrant

If migrant students are identified, Title I, Part C will supplement services to eligible migrant students. The school and the Migrant department will work cooperatively to meet the needs of any identified migrant students

Title I, Part D

Title II

Title II, Part A is supplementing all schools through the use of resource teachers/coaches to increase student achievement. Title II, Part A also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II, Part A funds supplement district funds to increase high quality teachers.

Title III

Title III money is used to help support ESOL assistants to work with our NES students and other limited English students in the school.

Title X- Homeless

Title X funds are used to supplement homeless student needs. The funds are used to meet these unique needs: lack of transportation, lack of required uniforms, and offering services to students in non-title schools equivalent to Title I services.

Supplemental Academic Instruction (SAI)

Funds for SAI are used to fund a program of instruction for 3rd grade reading level 1 students and any other students reading below grade level. Students are individually encouraged to participate in the summer program, along with Extended Learning activities before/after school hours.

Violence Prevention Programs

Chestnut Elementary is designated as a Positive Behavior Support school with prevention programs which communicate and reinforce appropriate choices and problem-solving techniques. A “Stop Bullying Program” is also being initiated during this school year with training for staff, students, and parents.

Nutrition Programs

Chestnut Elementary has a free breakfast program for all the students to help start the day in a healthy way.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Instructional Coach(es) Reading/Math/Science:
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and

implementation monitoring.
Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills
Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), District mandated Assessments
Progress Monitoring: PMRN, , Curriculum Based Measurement (CBM), FCAT 2.0 & Common Core Simulation, District mandated Assessments
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), District mandated Assessments
End of year: FAIR, FCAT, District mandated Assessments
Frequency of Data Days: weekly Grade Level Meetings and/or Planning Sessions, 2x/monthly PLC Meetings for lesson design, and data disaggregation and analysis, along with further goal setting and action planning.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time, monthly Faculty Meetings, and Common Core PLC sessions throughout the year. PD sessions such as, “RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI” and “RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions” will be offered. Student Portfolios will be maintained to determine each student's level of achievement and required support in accordance with the District's Pupil Progression Plan. Portfolio information/work samples and Academic Tracker achievement data will be used to problem-solve and determine next steps for intervention, depending

on trend and comparison results.

The RtI team will also evaluate additional staff Professional Development needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Leadership Team:
Blanca Naranjo, PreKindergarten Teacher
Isabel Figueroa, Kindergarten Teacher
Odila Rivera, First Grade Teacher
Nancy Pereyra, Second Grade Teacher
Heather Lockridge, Second Grade Teacher
Jennifer Stevens, Third Grade Teacher
Jennifer King, Fourth Grade Teacher
Jason Wood, Fifth Grade Teacher
Ashlee Cornett, Media Specialist
Maria Castro, Literacy Coach, LLT Convener
Karen Bracy, Principal

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

The Literacy Leadership Team functions as a vertical PLC Team to promote high student achievement and problem-solving. Monthly meetings are facilitated by our Literacy Coach. Each grade level and department is represented on the LLT to further communication for consistent and pervasive implementation of exemplary instructional practices and materials. The LLT recommends SIP objectives and strategies to our SAC and monitors implementation progress throughout the school year. The LLT sponsors professional development and family events to promote greater literacy achievement.

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

1. Analyze school wide Formative Literacy Assessment Data in order to recognize accomplishments, and recommend timely and effective program adjustments.
2. Provide on-site Literacy Professional Development opportunities.
3. Recommend and monitor Literacy School Improvement Plan objectives, strategies, and results.
4. Provide Literacy Family Fun Nights to promote literacy skills between home and school.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Approximately 20 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. Our Pre-Kindergarten families are invited to attend our special events, such as Family Fun Nights and Parent Workshops. These students and their families are also encouraged to attend our annual spring Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions. Also, our on-site Parent Center provides numerous print and manipulative materials for check-out throughout the calendar year, in addition to parent

workshops on various topics to help parents develop early childhood skills and ease the successful transition to Kindergarten.

Incoming Kindergarten students are informally and formally screened prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within basic language and pre-reading areas. FLKRS and FAIR assessment data will be collected and disaggregated by mid-September. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains.

*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:	Based on the 2013 FCAT the percent of 3rd-5th graders scoring Level 3 or higher in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading FCAT 64% of 3rd-5th grade students scored at or above Achievement Level 3. Reading Application, Vocabulary, and Informational Text/Reference Skills were identified as the strands for improvement.	Based on the 2013 Reading FCAT, the percent of 3rd-5th grade students scoring at or above Achievement Level 3 will meet or exceed 80%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate stamina and application of ELA Standards across various texts	Implement Performance Scales, Rubrics and Checklists, along with Weekly CIM Assessments aligned with FCAT 2.0 and Common Core Question Stems and Assignments to provide rigorous and cumulative practice.	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Monitor Lesson Plans for 90 Minute Reading Period aligned with FCAT 2.0 requirements and research-based exemplary practices.	Lesson Plan Documentation,Classroom Walkthroughs/Observations; Macmillan Weekly FCAT Assessments, DRA, ORF, FAIR Formative Assessment Results
2	Inadequate stamina and application of ELA Standards across various texts	Integrate Social Studies and Science Concepts with the ELA Standards using various informational texts which require students to engage in increasingly complex reading and written response tasks	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Monitor Lesson Plans for 90 Minute Reading Period aligned with FCAT 2.0 requirements and research-based exemplary practices.	Lesson Plan Documentation,Classroom Walkthroughs/Observations; Macmillan Weekly FCAT Assessments, DRA, ORF, FAIR Formative Assessment Results

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:	Based on the 2013 FAA the percent of FAA 3rd-5th graders scoring Level 4 or higher in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading FAA 82% of our FAA 3rd-5th grade students scored at or above Achievement Level 4.	Based on the 2013 Reading FAA, the percent of FAA 3rd-5th grade students scoring at or above Achievement Level 4 will meet or exceed 80%.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on the 2013 FCAT the percent of 3rd-5th graders scoring Level 4 or higher in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 32% of our 3rd-5th graders scored Level 4 or higher; a 3% point gain.	Based on the 2013 FCAT 40% of our 3rd-5th graders will score Level 4 or higher.

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	Rigorous Instruction and Assessments aligned with FCAT 2.0 tasks for moderate to high complexity levels	Implement Guided-Reading Flexible Grouping & Lit Teams Model to ensure rigorous FCAT 2.0 Extending Thinking Tasks, along with reinforcing basic reading skills across various texts.	Administration, Literacy Coach, Literacy Council, Classroom Teachers, and Quest Teachers	Review weekly Lesson Plans with Differentiated Tasks, weekly Classroom Walkthroughs, and weekly Macmillan FCAT Reading Assessment results.	Macmillan FCAT Assessments, Marzano Skill Scales & Checklists, FAIR Formative Assessment Results

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:	Based on the 2013 FAA the percent of FAA 3rd-5th graders scoring Level 7 or higher in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 36% of FAA 3rd-5th grade students scored at or above Achievement Level 7.	Based on the 2013 FAA at least 40% of FAA 3rd-5th graders will score Level 7 or higher 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	Poor Language and Reading Development, including basic comprehension and vocabulary skills	Provide Differentiated Guided-Reading instruction and individualized instruction according to IEP goals.	Administration, Literacy Coach, ASD Teachers	Lesson Plans, Marzano iObservation, Formative Assessments, Observational Data, Skill Scales	Formative ASD Reading Program Assessments, IEP Progress Reports, Observational Data, Skill Scales and Checklists

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 74% of our fourth and fifth graders satisfied Learning Gains requirements in Reading; a 13 percentage point increase.	Based on the 2013 FCAT at least 80% of our fourth and fifth graders will satisfy 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	Inadequate Learning Gains due to poor vocabulary and comprehension skills across various texts aligned with FCAT 2.0 standards	Reinforce cumulative practice with critical reading skills by utilizing the following technology programs: KidBiz, 3rd-5th and Voyager Ticket to Read, K-5th, along with ELA Tutoring Sessions using LLI, Rourke, and Voyager Reading Programs	Administration, Literacy Coach, Literacy Council, Classroom Teachers, and Paraprofessionals	Monitor weekly Student Progress Reports in each technology program for participation level and rate of progress; weekly FCAT Assessment results; Tutoring Academic Trackers	Weekly Progress Monitoring Assessment Trackers for Core Instruction and Program Intervention results
2	Lack of Basic Reading Skills, especially sight words, word attack skills, fluency rates, and vocabulary meanings.	Implement differentiated daily lessons through Guided-Reading Groups with teachers and paraprofessionals to focus direct instruction that targets individual skill deficits and aligns with the FAA essential reading skills	Administration, Literacy Coach, Literacy Council, Classroom Teachers, and Paraprofessionals	Lesson Plans, Marzano iObservation System, Content Planning Sessions, ELA Common Core PLC Meetings	Macmillan Weekly Formative Assessments, FAIR, ORF, DRA, Performance Scales

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:	Based on the 2013 FAA the percent of FAA 4th and 5th graders making Learning Gains in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Based on the 2013 FAA at least 80% of our FAA fourth and fifth graders will satisfy 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	Lack of Basic Reading Skills, especially sight words, word attack skills, fluency rates, and vocabulary meanings, along with story elements	Implement differentiated daily lessons through Guided-Reading Groups with teachers and paraprofessionals to focus direct instruction	Administration, Literacy Coach, ASD Teachers and Paraprofessionals	Lesson Plans, Marzano iObservation System, Content Planning Sessions, ELA Common Core PLC Meetings	ASD Reading Program Weekly Formative Assessments, ORF, DRA, Performance Scales & Checklists

	in various texts	that targets individual skill deficits and aligns with the FAA essential reading skills			

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:	Based on the 2013 FCAT the percent of fourth and fifth graders in the Lowest Quartile making Learning Gains will meet or exceed the state and district averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 82% of our 4th-5th graders in the Lowest Quartile made Learning Gains; a 21 percentage point increase.	Based on the 2013 FCAT at least 80% of our 4th-5th graders in the Lowest Quartile will make Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Academic Achievement in Lowest Quartile due to difficulties with informational texts, reading application skills, and vocabulary skills in context.	Provide iii Tier 2 & 3 small group LLI and Rourke ELL Reading Tutoring, along with Extended-Learning Programs for low-performing students before/after school.	Administration, Literacy Coach, Literacy Council, Classroom Teachers, and Title 1 Literacy Lab staff.	Monitor Weekly Progress Monitoring Trackers, PMP results, and the RtI Process for effectiveness of various small group and individual interventions	Weekly Leveled Literacy Intervention, Rourke, and Extended-Learning Progress Monitoring Assessments
2	Lack of Basic Reading Skills, especially sight words, word attack skills, fluency rates, and vocabulary meanings, along with story elements in various texts	Implement differentiated daily lessons through Guided-Reading Groups with teachers and paraprofessionals to focus direct instruction that targets individual skill deficits and aligns with the FAA essential reading skills	Administration, Literacy Coach, ELA Teachers and Paraprofessionals	Flexible Group/Guided-Reading Lesson Plans, Marzano iObservation System, Content Planning Sessions, ELA Common Core PLC Meetings	Macmillan Weekly Formative Assessments, FAIR, ORF, DRA, Performance Scales & Checklists

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 # 5A : 100% of our 4th and 5th graders will meet or exceed the Learning Gains requirements according to State Reading Assessments by 2017. 2011: 61% of 4th-5th graders satisfied Reading Gains			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	80%	86%	92%	98%	

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Reading will meet or exceed district and state averages. All Ethnic Subgroups will meet Learning Gains requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT 74% of 4th and 5th graders made Learning Gains in Reading.	Based on the 2013 FCAT at least 80% of our 4th and 5th graders in all ethnic subgroups 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	Inadequate Yearly Progress due to difficulties with informational texts, word meanings in context, and reading skill applications	Focus on developing FCAT 2.0 and Common Core ELA "strategic reading" skills through implementation of Flexible Grouping Lessons & Assignments, Whole Group CIM Mini-Lessons, and differentiated Literacy Stations for cumulative review and practice.	Administration, Literacy Coach, Literacy Council, and Classroom Teachers and Paraprofessional Teams	Monitor Lesson Plans & CWTs for FCAT 2.0 Assignments, Differentiated Tasks, and CIM Cumulative Review; PMPs and RtI Process for effective Intervention Plans	Macmillan Reading FCAT Weekly Assessments,Marzano Scales and Observational Checklists, FAIR, and DRA, ORF Progress Monitoring Assessments and Trackers

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Reading will meet or exceed district and state averages. The ELL subgroup will make the requirements for Learning Gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 74% of our fourth and fifth graders made Learning Gains in Reading.	Based on the 2013 FCAT at least 80% of our ELL students will meet the requirements for Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor ELL Student Achievement, especially due to lack of sufficient vocabulary development and comprehension across various texts	Implement Intensive Language ELL Cluster Classrooms for effective Tier 1 instruction, along with a Rourke ELL Literacy Lab for iii support to focus on strengthening vocabulary skills, fluency, and reading comprehension.	Administration, ELL staff, ELL Cluster Classroom Teachers, ELL iii Teachers and Paraprofessionals	Review Lesson Plans for implementation of effective ELL strategies; Weekly Progress Monitoring Assessments & Trackers, RtI Process, LEP Meetings	Macmillan Weekly FCAT Assessments, Marzano Scales and Observational Checklists, DRA, ORF Progress Monitoring Assessments, Rourke Program Assessments, and CELLA Testing Results

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:	The fourth and fifth SWD student population is not a sufficient subgroup for AYP status. However, at least 80% of our SWD will meet the requirements for Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

The fourth and fifth SWD student population is not a sufficient subgroup for AYP status. Based on the 2012 FCAT 74% of our 4th and 5th graders made Learning Gains in Reading.	The fourth and fifth SWD student population is not a sufficient subgroup for AYP status, however, at least 80% of our SWD will meet the requirements for Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Basic Reading Skills, especially sight words, word attack skills, fluency rates, and vocabulary meanings, along with story elements in various texts	Implement differentiated daily lessons through Guided-Reading Groups with teachers and paraprofessionals to focus direct instruction that targets individual skill deficits and aligns with the FAA essential reading skills	Administration, Literacy Coach, ELA Teachers and Paraprofessional Teams	Lesson Plans, Marzano iObservation System, Content Planning Sessions, ELA Common Core PLC Meetings	Formative Reading Program Assessments, IEP Progress Reports, Observational Data, Skill Scales and Checklists

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Reading will meet or exceed district and state averages. The Economically Disadvantaged subgroup will make Learning Gains requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 74% of our fourth and fifth graders made Learning Gains in Reading.	Based on the 2013 FCAT at least 80% of the Economically Disadvantaged students will meet Learning Gains requirements.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Learning Gains for our ED population due to limited background knowledge and reading practice to increase level of skill and independence	Utilize Chestnut Parent Center, Family Curriculum Nights, Title 1 Compact, Progress Monitoring Plans, and Parent Workshops to strongly communicate expectations and assist parents with materials/tasks for home support and enrollment in Extended-Learning opportunities.	Administration, Title 1 staff, Literacy Coach, Literacy Council, and Classroom Teachers and Paraprofessional Teams, Parent Liaisons	Review # signed Title 1 Compacts, # Parents Participation in Curriculum Nights, # Student Enrollments in Extended Learning Programs, and Student Progress Monitoring results	Marzano Skill Scales and Observational Checklists, FAIR, DRA, ORF, Macmillan Weekly FCAT Assessments; along with Extended Learning Enrollment/Participation Records and results

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

Marzano ELA Performance Skill Scales & Observational Checklists	K-5th ELA Teachers	Literacy Coach, Marzano Vanguard Team, Administration	school-wide	June 2012-June 2013	Literacy Coaching Model, Marzano Classroom iObservation System	Maria Castro, Literacy Coach Administration
FCAT 2.0 & Common Core Assignments and Assessments	K-5th ELA Teachers	Literacy Coach Administration	school-wide	June 2012-June 2013	Literacy Coaching Model, Marzano Classroom iObservation System	Maria Castro, Literacy Coach Administration
Content Lesson Designing & Differentiated Instruction	K-5th ELA Teachers	Literacy Coach	school-wide	June 2012-June 2013, weekly Planning Sessions	Literacy Coaching Model, Marzano Classroom iObservation System	Maria Castro, Literacy Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Non-Fiction Informational Text	Mentor Texts	Title 1	$2,500.00
LLI Reading Intervention Program	Leveled Literacy Intervention Materials	Title 1	$3,000.00
			Subtotal: $5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core PLC Sessions & Lesson Design Meetings	Reading Coach & Administration, PLC Vertical and Horizontal Teams		$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives & Recognitions	Kid Biz and TIcket to Read Incentives	SAC	$500.00
Student Reading Competitions	Battle of Books	SAC & School Discretionary Funds	$500.00
			Subtotal: $1,000.00
			Grand Total: $6,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2013 CELLA the percent of ELL 3rd-5th students scoring Proficient in Listening and Speaking will meet or exceed district and state averages.
2012 Current Percent of Students Proficient in listening/speaking:	

Based on the 2012 CELLA 44% of ELL 3rd-5th students scored at the Proficiency Achievement Level.

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	Poor Language and Reading Development, including basic comprehension and vocabulary skills	Provide Differentiated Guided-Reading instruction and ELL strategies on a daily basis	Administration, Literacy Coach, ELL Teachers and Parprofessional Teams	Lesson Plans, Marzano iObservation, Formative Assessments	Formative Reading Program Assessments, LEP Meetings and Progress Reports, Observational Data, Skill Scales and Checklists

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:	Based on the 2013 CELLA the percent of ELL 3rd-5th students scoring Proficient in Reading will meet or exceed district and state averages.

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA 33% of ELL 3rd-5th students scored at the Proficiency Achievement Level.

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	Poor Basic Reading Skills, including sight vocabulary, fluency, word meanings and comprehension of various texts	Implement Intensive Language ELL Cluster Classrooms for effective Tier 1 instruction, along with a Rourke ELL Literacy Lab for iii support to focus on strengthening vocabulary skills and comprehension across various texts	Administration, Literacy Coach, ELL Teachers and Paraprofessional Teams	Lesson Plans, Marzano iObservation, Formative Assessments	Formative Reading Program Assessments, LEP Meetings and Progress Reports, Observational Data, Skill Scales and Checklists

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

3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2013 CELLA the percent of ELL 3rd-5th students scoring Proficient in Writing will meet or exceed district and state averages.

2012 Current Percent of Students Proficient in writing:

Based on the 2012 CELLA 33% of ELL 3rd-5th students scored at or above the Writing Proficiency Achievement Level.

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	Poor basic writing skills, including conventions and vocabulary usage	Utilize PDA Writing Core Connections Program, along with iii Writing and differentiated instruction to target specific skill deficits for ELL groups and individuals	Administration, Literacy Coach, ELL Teachers and Paraprofessional Teams	Lesson Plans, Marzano iObservation, Formative Assessments	Formative Writing Program Assessments, LEP Meetings and Progress Reports, Observational Data, Skill Scales and Checklists

CELLA Budget:

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

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:	Based on the 2013 FCAT the percent of 3rd-5th graders scoring Level 3 or higher in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Math FCAT 52% of 3rd-5th grade students scored at or above Achievement Level 3.	Based on the 2013 Math FCAT the percent of 3rd-5th graders scoring Level 3 or higher will meet or exceed 80%.

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	Poor Academic Achievement with students scoring below Level 3 due to lack of pre-requisite skills and insufficient independent level of application across various problem contexts	Implement Harcourt Go Math Program, emphasizing Math Talk, Manipulatives, and Real-Life FCAT 2.0 Problems to provide extensive concrete experiences and build background knowledge and pre-requisites, along with independent confidence and accuracy with various problems.	Administration, STEM Coordinator, and Classroom Math Teachers	Review weekly Lesson Plans for exemplary NCTM strategies, weekly Mini-Benchmark Assessments and PLC Content Team Meetings	Go Math Mini-Bencmark Assessments, Big Idea Unit Assessments, Tracker Results, and Riverside Data Director Progress Monitoring, along with Skill Scales and Observational Checklists

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:	Based on the 2013 FAA the percent of 4th and 5th graders scoring Level 4 or higher in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 64% of FAA 3rd-5th graders scored Level 4 or higher in Math.	Based on the 2013 FAA at least 80% of 3rd-5th graders will score Level 4 or higher in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Number Sense Skills and poor level of independent application	Provide extensive concrete experiences with manipulatives in real-world problems in order to build background knowldege and pre-requisites to increase accuracy and independence	ASD Teachers and Paraprofessional Teams, Math/Science Coach, Administration	Lesson Plans, Marzano iObservation System, Content Planning Sessions, IEP Progress Reports	Teacher-Created Formative Assessments, Observational Checklists and Scales

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:	Based on the 2013 FCAT the percent of 3rd-5th graders scoring Level 4 or higher in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Math FCAT 21% of our 3rd-5th graders scored Level 4 or higher.	Based on the 2013 Math FCAT 45% of fourth and fifth graders will score Level 4 or higher.

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 Rigorous Instruction aligned with FCAT 2.0 and Common Core tasks for moderate to high complexity levels with multi-step problems and written responses	Implement FCAT 2.0 and Common Core Assignments which apply basic math skills in Real-Life Math Problems and require Math Talk to strengthen precise vocabulary usage, procedures, and ability to justify and summarize answers fully and accurately.	Administration, STEM Coordinator, and Classroom Teachers	Monitor weekly Classroom Lesson Plans for FCAT 2.0 and Common Core Assignments, along with Formative Math Assessment Results and CIM Pre/Post testing results	Go Math & CIM Mini-Benchmark Assessments, Chapter and Big Idea Unit Assessments, Data Director Formative Math Assessments, Common Core Performance Scales

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:	Based on the 2013 FAA the percent of FAA 3rd-5th graders scoring Level 7 or higher in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 18% of FAA 3rd-5th graders scored Level 7 or higher in Math.	Based on the 2013 FAA at least 45% of FAA 3rd-5th graders will score Level 7 or higher in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Learning Gains with rigorous tasks, including application of basic math skills across various contexts	Reinforce cumulative practice with basic math skills by utilizing hands-on instruction and real-world problems	Administration, ASD Teachers, Math/Science Coach	IEP Goals, Observational Data, Marzano iObservation System, Lesson Plans	Formative Math Program Assessments, IEP Progress Reports, Observational Data, Skill Scales and Checklists

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Math FCAT 58% of our fourth and fifth graders made Learning Gains in Math.	Based on the 2013 FCAT at least 80% of our fourth and fifth graders will make Learning Gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Learning Gains due to insufficient pre-requisite skills and independent application across various problem contexts	Reinforce cumulative practice with critical math skills by utilizing the Harcourt Go Math Intervention Program components and Voyager Math Intervention Program.	Administration, STEM Coordinator, Classroom Math Teachers, iii and Extended-Learning Math Teachers and Paraprofessionals	Monitor weekly Student Progress Reports in each Intervention Program for participation levels and rate of progress	Weekly Progress Monitoring Trackers, CIM Pre/Post Testing results, Skill Scales and Observational Checklists

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:	Based on the 2013 FAA the percent of FAA 3rd-5th graders making Learning Gains will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Based on the 2013 FAA at least 80% FAA 3rd-5th graders will make Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Number Sense, Basic Computations, and Problem-Solving Skills	Implement differentiated daily lessons through Guided-Math Groups with teachers and paraprofessionals to focus direct instruction that targets individual skill deficits and aligns with the FAA essential math skills	Administration, Math Coach, ASD Teachers and Paraprofessional Teams	Formative Math Program Assessments, IEP Progress Reports, Observational Data, Skill Scales and Checklists	Formative Math Program Assessments, IEP Progress Reports, Observational Data, Skill Scales and Checklists

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:	Based on the 2013 Math FCAT the percent of 4th-5th graders in the Lowest Quartile making Learning Gains will meet or exceed the district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 Math FCAT 51% of our 4th-5th graders in the Lowest Quartile made Learning Gains; a 2 percentage point decrease.	Based on the 2013 FCAT at least 80% of our 4th-5th graders in the Lowest Quartile will make Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Academic Achievement in Lowest Quartile due to insufficient Number Sense, Basic Computations, and Problem-Solving Skills	Provide iii small group and Extended-Learning Tutoring with Voyager Math and Harcourt Go Math Intervention components, along with CIM Mini-Lessons for re-teaching and cumulative review in order to target and improve specific skill deficits	Administration, Math Coach, Classroom Teachers, and Title 1 Math Lab Teachers and Paraprofessionals.	Review Weekly Progress Monitoring Trackers and RtI Interventions	Voyager Math and Harcourt Math Intervention results for Progress Monitoring Assessments, Skill Scales and Observational Checklists

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

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

Elementary School Mathematics Goal #

5A : 100% of our 3rd-5th graders will meet or exceed Learning Gains requirements in Math State Assessments by 2017.
2011: 55% of 4th and 5th graders satisfied Learning Gains.
2012: 53% of 4th and 5th graders satisfied Learning Gains.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	63%	73%	83%	93%	

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages. All Ethnic Subgroups will make Learning Gains requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 51% of our 4th and 5th graders made Learning Gains in Math.	Based on the 2013 FCAT 80% of our 4th and 5th graders will make Learning Gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Yearly Progress for 4th and 5th graders due to poor pre-requisite skll mastery levels	Increase concrete experiences with manipulatives and cumulative practice to strengthen problem-solving strategies, basic math facts, and precise vocabulary usage	Administration, Math Coach, and Classroom Teachers	Review weekly Lesson Plans and Content PLC Meetings for exemplary practices usage, along with monitoring the PMPs and RtI interventions for results.	Harcourt Go Math Mini-Benchmarks, Chapter Tests, Big Idea Unit Assessments, Data Director Formative Assessments, and Math Skill Scales and Observational Checklists

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:	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages. The ELL subgroup will make Learning Gains requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 51% of our fourth and fifth graders made Learning Gains in Math.	Learning Gains requirements will be satisified for at least 80% of the ELL subgroup in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate ELL Student Achievement due to poor Number Sense, Basic Computations, and Problem-Solving Skills	Reinforce cumulative practice and review of pre-requisite skills and math vocabulary by utilizing differentiated math assignments, along with Go Math Intervention Components and Voyager Math Extended-Learning Tutoring	Administration, Math Coach, ELL Cluster Classroom Teachers and Paraprofessional Teams	Review CIM Pre/Post Weekly Progress Monitoring Trackers and the RtI Process for effectiveness of interventions	LEP Meetings, Harcourt Go Math Mini-Benchmarks, Chapter Tests, Big Idea Unit Assessments, Data Director Formative Assessments, and Math Skill Scales and Observational Checklists

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:	The fourth and fifth SWD student population is not a sufficient subgroup for AYP status. However, at least 80% will indicate Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The fourth and fifth SWD student population is not a sufficient subgroup for AYP status. Based on the 2012 FCAT 51% of our 4th and 5th graders satisfied Learning Gains in Math.	The fourth and fifth SWD student population is not a sufficient subgroup for AYP status. However, at least 80% will indicate Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Number Sense, Basic Computation, and Problem-Solving Skills	Implement differentiated daily lessons and assignments through Guided-Math Groups with teachers and paraprofessionals to focus direct instruction that targets individual skill deficits and aligns with the IEP and FCAT 2.0 essential math skills	Administration, Math Coach, Math Classroom and VE Teacher Teams	Formative Math Program Assessments, IEP Meetings and Progress Reports, Observational Data, Skill Scales and Checklists, Lesson Plans with Differentiated Assignments and Groupings	Harcourt Go Math Mini-Benchmarks, Chapter Tests, Big Idea Unit Assessments, Data Director Formative Assessments, and Math Skill Scales and Observational Checklists

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.	Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district

Mathematics Goal #5E:	and state averages. The Economically Disadvantaged subgroup will make Learning Gains requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 51% of our fourth and fifth graders made Learning Gains in Math.	Learning Gains requirements will be satisfied for at least 80% of the Economically Disadvantaged subgroup in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Learning Gains for our ED population due to poor background knowledge and experiences	Utilize Chestnut Parent Center, Family Curriculum Nights, Title 1 Compact, Progress Monitoring Plans, and Parent Workshops to strongly communicate expectations and assist parents with materials/tasks for home support and enrollment in Extended-Learning opportunities.	Administration, Title 1 staff, Parent Liaisons, Math Coach,and Classroom Teachers	Review # signed Title 1 Compacts, # Parents Participation in Curriculum Nights, # Student Enrollments in Extended Learning Programs, and Student Progress Monitoring results	Progress Monitoring Assessments such as, Math Skill Scales and Observational Checklists, Harcourt Go Math Mini-Benchmark Assessments, Chapter Tests, Big Idea Unit Tests, and Data Director Formative Assessments, along with Extended Learning Enrollment/Participation Records

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Juli Dixon FCAT 2.0 and Common Core Math Instruction	K-5th	Juli Dixon, UCF Math Consultant, Math Coach	K-5th Math Teachers	November 2012	Lesson Plans, Content Planning Sessions, Common Core PLC Sessions	Administration, Math Coach, Math Teachers
Marilyn Burns Teaching and Assessing for Understanding Series	K-5th	Math Coach	K-5th Math Teachers	August 2012-May 2013	Lesson Plans, Content Planning Sessions, Common Core PLC Sessions	Administration, Math Coach, Math Teachers

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 & Common Core Math Instruction	Juli Dixon, UCF Math Consultant	SAI	$8,100.00
Twice Monthly Common Core PLC Sessions	Math/Science Coach & Administration, PLC Vertical and Horizontal Teams		$0.00
Marilyn Burns Teaching and Assessing for Understanding Series	Math Coach		$0.00
			Subtotal: $8,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives & Competitions	Science Olympiad	SAC	$500.00
			Subtotal: $500.00
			Grand Total: $8,600.00

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:	Based on the 2013 FCAT the percent of 5th graders scoring Level 3 or higher in Science will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Science FCAT 56% of 5th grade students scored at or above Achievement Level 3; a 5 percentage point increase.	Based on the 2013 FCAT 80% of 5th graders will score Level 3 or higher in Science.

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	Poor Content Application and Essential Skills Maintenance	Strengthen Lesson Closures for students to debrief and summarize in order to support their claims with evidence and reasoning, along with cumulatively reviewing essential skills in Daily Science Problems and the 3rd-5th Science Stampede Challenge	Administration, STEM Coordinator, Classroom Science Teachers, AIMS Science Block Teacher	Monitor weekly Lesson Plans for alignment with FCAT 2.0 requirements, along with Weekly Daily Science Student Progress Monitoring and Science Stampede results	Daily Science Assessments, Fusion Formative Assessments, Student Lab Journals, Science Scales and Observational Checklists
2	Lack of sufficient hands-on materials usage and ample practice with scientific process and inquiry skills	Engage students in weekly hands-on Investigations and Virtual Labs using AIMS, and Fusion activities where students demonstrate K-2nd Process Skills and 3rd-5th Inquiry Skills in a Lab setting	Administration, STEM Coordinator, Classroom Science Teachers, AIMS Science Block Teacher	Monitor weekly Science Classroom Lesson Plans and K-5th AIMS Block Class Lesson Plans, along with K-5th STEMology mini-course activities and results.	Daily Science Assessments, Fusion Formative Assessments, Student Lab Journals, Science Scales and Observational Checklists
	Lack of Pre-Requisite	Build background	Administration,	Monitor weekly	Daily Science

3	Skill mastery and application to various contexts	knowledge through Picture Clues and Reading Comprehension Strategies, Real-World Problem Solving, daily Journal Writing,and cumulative Vocabulary Review.	STEM Coordinator, Classroom Science Teachers, AIMS Science Block Teacher	Science Classroom Lesson Plans, Science Stampede results, and K-5th AIMS Block Class Lesson Plans, along with K-5th STEMology mini-course activities and results.	Assessments, Fusion Formative Assessments, Student Lab Journals, Science Scales and Observational Checklists

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:	Based on the 2013 FAA the percent of FAA 5th graders scoring Level 4 or higher in Science will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Science FAA 25% of FAA 5th grade students scored at or above Achievement Level 4.	Based on the 2013 FAA 80% of FAA 5th graders will score Level 4 or higher in Science.

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	Poor Science Content Knowledge and Application	Increase concrete experiences with manipulatives and cumulative practice to basic knowledge and precise science vocabulary usage.	STEM Coach, Administration, ASD Teachers and Paraprofessional Teams	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Fusion & Data Director Formative Assessments, CIM Daily Science Assessments, Scales and Observational Checklists

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:	Based on the 2013 FCAT the percent of 5th graders scoring Level 4 or higher in Science will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 17% of our 5th graders scored Level 4 or higher.	Based on the 2013 FCAT at least 25% of our 5th graders will score Level 4 or higher.

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 consistent Rigorous Instruction aligned with FCAT 2.0 tasks for moderate to high complexity levels	Implement rigorous and differentiated tasks for extending thinking through inquiry stations, small group cooperative learning instruction, and STEMology mini-courses.	Administration, STEM Coordinator, Classroom Science Teachers, AIMS Block Science Lab Teacher, STEM Teachers	Monitor weekly Lesson Plans for alignment with FCAT 2.0 requirements, along with Weekly Student Progress Monitoring and STEMology results	Daily Science Assessments, Fusion Formative Assessments, Student Lab Journals, Science Scales, Observational Checklists, and

					Project Rubrics
2	Poor Cumulative Review and Retrieval of Content Knowledge	Continue to integrate Science Boot Camp Performance Tasks and Daily Science Problems into classroom instruction and the AIMS Science Block Lab, along with more frequent Stampede Competitions to increase basic knowledge retrieval.	STEM Coordinator, Administration, Science Teachers, AIMS Block Science Lab Teacher	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Fusion & Data Director Formative Assessments, CIM Daily Science Assessments, Stampede Competition results

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:	Based on the 2013 FAA the percent of FAA 5th graders scoring Level 7 or higher in Science will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 25% of FAA 5th grade students scored at or above Achievement Level 7.	Based on the 2013 FAA 35% of FAA 5th graders will score Level 7 or higher in Science.

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	Poor Background Knowldedge and Academic Vocabulary	Develop Vocabulary and Background Knowledge through picture clues, real-world problem-solving, daily Journal Writing, integration of STEM and Literacy Skills, Virtual Labs, and Discovery Education Videos	Math/Science Coach, Administration, and ASD Teachers, AIMS Science Block Lab Teacher	Lesson Plans, Marzano iObservations, Content Planning Sessions	Daily Science Assessments, Teacher-Created Assessments, Fusion & Data Director Formative Assessments, Science Scales and Observational Checklists

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Picture Perfect Science	K-5th	Math/Science Coach	K-5th Science Teachers	September 2012-May 2013	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Administration, Math/Science Coach

Science Process and Inquiry Skills	K-5th	Math/Science Coach, Classroom Science Teachers	K-5th Science Teachers	September 2012-May 2013	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Administration, Math/Science Coach
Common Core Standards & Marzano Scales	K-5th	Math/Science Coach	K-5th Science Teachers	June 2012-May 2013	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Administration, Math/Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Picture Perfect Science & Science Process and Inquiry Skills	Hands-on Science materials & ELA Integrated Connection materials	Title 1	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student BootCamp & Stampede Incentives, along with Science Olympiad Competitions	Science Olympiad	SAC	$500.00
			Subtotal: $500.00
			Grand Total: $3,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on the 2013 FCAT the percent of 4th graders scoring Level 4.0 or higher in Writing will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Writing FCAT 75% of 4th grade students scored at or above Achievement Level 3.0; a 13 percentage point decrease.	Based on the 2013 Writing FCAT at least 80% of 4th grade students will score at or above Achievement Level 4.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Poor Academic Achievement with students scoring below Level 4.0, especially with conventions, organization, and supporting arguments/details	Continue to implement the PDA Core Connections Writing Program on a daily basis with whole group model lessons and differentiated instructional groups to target specific skill deficits.	Administration, PDA Consultant, Literacy Coach and Classroom Teachers	Monitor Lesson Plans for PDA Core Connections Writing Elements and alignment with FCAT 2.0 and Common Core ELA requirements, along with Demand Writes & various Writing Project results	Osceola Writes Formative Assessment Results based on the FCAT Writing Rubric, Writing Projects and ELA Scoring Rubric Results
2	Poor Application and Transfer of Basic Writing Skills Across Content Areas	Provide daily assignments for short and extended Writing Across the Curriculum in all Core and Stemology classes.	Administration, PDA Consultant, Literacy Coach and Classroom Teachers	Monitor Lessons Plans for PDA Core Connections techniques, Marzano iObservation System	Osceola Writes Formative Assessment Results based on the FCAT Writing Rubric, Writing Projects and ELA Scoring Rubric Results

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:	Based on the 2013 FAA the percent of FAA 4th graders scoring Level 7 or higher in Science will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 0% of FAA 4th grade students scored at or above Achievement Level 7.	Based on the 2012 FAA 25% of FAA 4th grade students scored at or above Achievement Level 7.

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	Poor Conventions and Organization	Provide daily instruction in Differentiated Skill Groups and/or Individual Sessions based on IEP goals according to specific deficits.	ASD Teachers, Literacy Coach, Administrators	Lesson Plans, IEP Progress Reports, Marzano iObservation System	Formative Osceola Writes Assessments, Teacher-Created Tests, Observational Checklists, IEP Progress Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PDA Core Connections	K-5th	PDA Consultant, Literacy Coach	K-5th Writing Teachers	August 2012-April 2013	Lesson Plans, Content Planning Sessions, Marzano iObservation System	Administration, Literacy Coach, Writing Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Text Exemplars	Various Fiction/Non-Fiction Texts	Title 1	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PDA Core Connections	PDA Core Connections Consultant and on-site Workshops	Title 1	$13,187.00
			Subtotal: $13,187.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Materials & Student Incentives	Young Authors' Celebration	SAC	$500.00
			Subtotal: $500.00
			Grand Total: $16,187.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The school wide K-5th grade Average Daily Attendance will be at least 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% Average Daily Attendance	95% Average Daily Attendance
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
57/861 or 7% of our students had 10 or more absences during the 2011-2012 school year.	Less than 20% of our student population will have Excessive Absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
109/861 or 13% of our students had 10 or more tardies	Less than 15% of our student population will have Excessive Tardies during the 2012-13 school year.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Attendance Patterns	The ETIT Attendance Commitee will monitor daily student attendance in order to provide Incentives and/or develop Intervention Contracts, as needed.	Administration, ETIT Attendance Committee, Parent Liaisons	Attendance Absence & Tardy Records, Marking Period Attendance Awards, Attendance Contracts	Attendance Absence & Tardy Records, Marking Period Attendance Awards, Attendance Contracts

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

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

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

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Student Incentives & Recognitions	Quarterly Attendance Awards	School & SAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of Out of School Suspensions will remain below 5% of the student population.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-12 school year we had 35 In-School-Suspension incidents.	According to the 2012-13 discipline referral data our In-School-Suspension incidents will remain below 45.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-12 school year 19/681 students or 3% of the school population had In-School-Suspension incidents.	According to the 2012-13 discipline referral data our In-School-Suspension incidents will remain below 5% of the student population.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-12 school year we had 10 Out-of-School-Suspension days.	According to the 2012-13 discipline referral data our Out-of-School-Suspension days will remain below 20 days.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-12 school year 7/681 students or 1% of the school population had Out-of-School-Suspension incidents.	According to the 2012-13 discipline referral data our Out-of-School-Suspension incidents will remain below 3% of the student population.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent school wide behavioral expectations and consequences	Continue to implement a school wide comprehensive PBS Behavior Program to include preventive, instructional programs and structures, along with intervention services to teach, reinforce, reteach, and recognize expectations.	Administration, Guidance Counselor, RtI Committee, PBS Committee, Social Worker, Parent Liaisons, and Classroom Teachers	Classroom Lesson Plans, Discipline Data, Counseling Records, Daily Citizenship Records	Discipline Data, Counseling Records, Daily Citizenship Records
2	Insufficient student knowledge and application of social skills and school wide routines	Conduct Classroom Social Skills Boot Camps and Guidance Lessons, with on-going and specific feedback through each student's Social Skills/Citizenship Daily Records.	Administration, Guidance Counselor, RtI Committee, PBS Committee, Social Worker, Parent Liaisons, and Classroom Teachers	Classroom Lesson Plans, Discipline Data, Counseling Records, Daily Citizenship Records	Discipline Data, Counseling Records, Daily Citizenship Records
3	Chronic student misconduct cases and students' lack of effective conflict resolution strategies	Utilize the RtI Problem-Solving Process to diagnose behavioral difficulties and implement effective Behavior Improvement Plans, including small group and individual Guidance & Community Agency Counseling services.	Administration, Guidance Counselor, RtI Committee, PBS Committee, Social Worker, Parent Liaisons, Community Agencies, and Classroom Teachers	Monitor the RtI Behavioral Improvement Plan Cases for student progress, along with the # of Minor and Office Referrals, and daily Citizenship Records	RtI Documentation, Discipline Data, BIP Progress Monitoring Results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Program	K-5th	PBS Council	All Staff & Faculty	August 2012-June 2013	PBS Council Minutes, RtI Behavior Cases, Behavior Improvement Plans, Weekly Citizenship Records, Chestnut Cash Redemptions, Office Referrals	PBS Council, Administration, Classroom Teacher, Guidance Counselor

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
Student Incentives & Recognitions	PBS Store, Student of Month Recognitions, Quarterly Recognitions	School, SAC, PBS Grant	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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*	Based on established criteria we will earn the Golden School Award and 5 Star Award for Volunteerism and Community Involvement.

unduplicated.	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on 2011-2012 criteria our school received the Golden School Award and 5 Star Award for Volunteerism and Community Involvement.	Based on 2012-13 criteria we will earn the Golden School Award and 5 Star Award for Volunteerism and Community Involvement.

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	Increase Home/School Communication Methods	Continue to utilize Daily Student Agendas and Boomerang Folders, along with Iris dial-out System, our school's website, Parent Express email, and monthly Newsletters	Administration, Parent Liaisons, Guidance Counselor, and Classroom Teachers	Iris Dial Out Records, Parent Contact Logs, Title 1 Compacts, Progress Monitoring Plans, signed Student Agendas	Iris Dial Out Records, Parent Contact Logs, Title 1 Compacts, Progress Monitoring Plans, signed Student Agendas, Parent Survey Results
2	Insufficient Resources and Information for Parents to assist their children's academic and social/emotional progress.	Initiate a Chestnut Parent Resource Center as a Materials Lending Library and a Parent Education Forum	Administration, Parent Liaisons, Guidance Counselor, RtI Team, and Classroom Teachers	Chestnut Parent Resource Center Calendar of Parent Education Events and Lending Library Usage Reports	Chestnut Parent Resource Center Parent Education Event Logs and Lending Library Usage Reports, Parent Survey Results
3	Improve Attendance for Parent Volunteerism Projects and monthly SAC/PTO Meetings	Reruit parents to participate in our various Parent Volunteer Projects, and SAC and PTO Meetings	Administration, PTO Officers, SAC Officers	OASIS Volunteer SIS Volunteer Records, SAC/PTO Minutes, Parent Survey Results	OASIS Volunteer Records, SAC/PTO Minutes, Parent Survey Results

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	At least 80% of our 3rd-5th graders will score 3.0 or higher on FCAT Math and Science Assessments.

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 Math & Science Basic Knowledge and Application of Skills across various contexts	Continue to provide Stemology Mini-Courses each Marking Period for at least 75% of the 3rd-5th student population, along with after-school Student Clubs in the STEM areas	Administration, STEM Coordinator, Math/Science Classroom Teachers, STEM Teachers, Club Sponsors	Stemology Lesson Plans, Marzano iObservation System, Stem Content & Process Planning Sessions, Common Core PLC Sessions	Data Director Formative Math and Science Assessments, Math/Science Performance Scales, CIM Daily Math/Science Assessments

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
Monthly Science Professional Development Series	K-5th	STEM Coordinator	K-5th Science Teachers	September 2012-May 2013	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Administration, STEM Coordinator, Science and STEM Teachers

Juli Dixon Math Content Workshops	K-5th	Juli Dixon, UCF Math Consultant, STEM Coordinator	K-5th Math Teachers	November 2012	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Administration, STEM Coordinator, Math and STEM Teachers
Stemology Mini-Courses	K-5th	STEM Coordinator	K-5th STEM Teachers	August 2012-June 2013	Lesson Plans, Content Planning Sessions, Common Core PLC Sessions, STEM Team Teaching	Administration, STEM Coordinator, STEM Teachers
Science Process and Inquiry Skills	K-5th	STEM Coordinator	K-5th Science Teachers	September 2012-May 2013	Lesson Plans, Marzano iObservation System, Content Planning Sessions, Common Core PLC Sessions	Administration, STEM Coordinator, Science and STEM Teachers

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
Common Core Math Instruction	Juli Dixon, UCF Math Consultant	SAI	$8,100.00
Picture Perfect Science & Primary Science	STEM Coordinator, hands-on science manipulatives, and informational texts	Title 1	$2,500.00
			Subtotal: $10,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Stemology Mini-Courses	STEM hands-on materials	SAI	$4,400.00
			Subtotal: $4,400.00
			Grand Total: $15,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Non-Fiction Informational Text	Mentor Texts	Title 1	$2,500.00
Reading	LLI Reading Intervention Program	Leveled Literacy Intervention Materials	Title 1	$3,000.00
Writing	Common Core Text Exemplars	Various Fiction/Non-Fiction Texts	Title 1	$2,500.00
				Subtotal: $8,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core PLC Sessions & Lesson Design Meetings	Reading Coach & Administration, PLC Vertical and Horizontal Teams		$0.00
Mathematics	FCAT 2.0 & Common Core Math Instruction	Juli Dixon, UCF Math Consultant	SAI	$8,100.00
Mathematics	Twice Monthly Common Core PLC Sessions	Math/Science Coach & Administration, PLC Vertical and Horizontal Teams		$0.00
Mathematics	Marilyn Burns Teaching and Assessing for Understanding Series	Math Coach		$0.00
Science	Picture Perfect Science & Science Process and Inquiry Skills	Hands-on Science materials & ELA Integrated Connection materials	Title 1	$2,500.00
Writing	PDA Core Connections	PDA Core Connections Consultant and on-site Workshops	Title 1	$13,187.00
STEM	Common Core Math Instruction	Juli Dixon, UCF Math Consultant	SAI	$8,100.00
STEM	Picture Perfect Science & Primary Science	STEM Coordinator, hands-on science manipulatives, and informational texts	Title 1	$2,500.00
				Subtotal: $34,387.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Incentives & Recognitions	Kid Biz and TIcket to Read Incentives	SAC	$500.00
Reading	Student Reading Competitions	Battle of Books	SAC & School Discretionary Funds	$500.00
Mathematics	Student Incentives & Competitions	Science Olympiad	SAC	$500.00
Science	Student BootCamp & Stampede Incentives, along with Science Olympiad Competitions	Science Olympiad	SAC	$500.00
Writing	Writing Materials & Student Incentives	Young Authors' Celebration	SAC	$500.00
Attendance	Student Incentives & Recognitions	Quarterly Attendance Awards	School & SAC	$1,000.00
Suspension	Student Incentives & Recognitions	PBS Store, Student of Month Recognitions, Quarterly Recognitions	School, SAC, PBS Grant	$1,000.00
STEM	Stemology Mini-Courses	STEM hands-on materials	SAI	$4,400.00
				Subtotal: $8,900.00
				Grand Total: $51,287.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 8/27/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
KidBiz and Ticket to Read Student Incentives: 500.00 Student Competitions: 500.00 Math Student Incentives: 500.00 Science Incentives: 500.00 Writing Materials & Young Authors' Celebration: 500.00 PBS Student Incentives: 500.00	$3,000.00

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

1. Develop, implement, and monitor our 2012-13 School Improvement Plan for successful support of our school's Mission and Vision.
2. Promote on-going communication and participation of all stakeholders in partnership towards meeting our school's goals and objectives.
3. Fund Special Projects and Student Incentives focused on implementing our 2012-13 SIP strategies to improve all students' Learning Gains.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Osceola School District CHESTNUT ELEMENTARY SCHOOL FOR SCIENCE AND ENGINEERING 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	70%	88%	51%	280	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	53%			114	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?	61% (YES)	53% (YES)			114	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					508	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District CHESTNUT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	71%	80%	48%	278	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	68%	55%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	58% (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					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested