

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MYRTLE GROVE ELEMENTARY SCHOOL

District Name: Escambia

Principal: Edwinna Williams

SAC Chair: Ashley Ferguson

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 11/5/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Edwinna Williams	Bachelor of Arts in Education and Master of Arts in Elementary Education and Certification in Administration and Supervision Educational Leadership and Early childhood as well as endorsed in	7	14	For two years as an assistant principal at Scenic Heights and our grades were "A". For the next eight years I was principal of two Pre-K Centers. School Grades were not assigned to the Centers. For the past seven years I have been at Myrtle Grove and our grades were "C,D,C,C,C,B and this past year C" The D was given as a result of our lower quartile learning gains in reading was 45% and less than 50% therefore our earned C was penalized and lowered to a D. This is the beginning of my eighth year at Myrtle Grove. This past year 2011-12 our learning gains in reading were 72%, and in math %. The percent of the lowest 25% in reading making learning gains was % and in math it was %. This past year our AYP percent meeting criteria was %. We earned our school grade a "C".
		Bachelor of Arts in Criminal Justice, Masters of Arts in			

Assis Principal	Dr. Anita Gantt, Ed.D	Elementary Education, Educational Specialist and Doctorate in Curriculum and Diversity Studies, Certification in Educational Leadership		Dr. Gantt has taught grades 3-5 and supervised in-school suspension. She served as the Curriculum Coordinator of Weis Elementary School for seven years. This is her first assignment as an Assistant Principal.
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Cresia Sewell		5		Mrs. Sewell taught fourth grade for 5 years at Myrtle Grove Elementary School. She attended inservice training for math with the Florida State University. Her students consistently performed at or above the State and District when she taught in the classroom. She is currently working 2 days a week as a coach for math.

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	We participate in our District's training for student teachers and recruit and hire trained student teachers. We will assign veteran teachers to any new experienced teachers hired and will participate in the START program for new teachers hired. All of our teachers meet the requirements for NCLB Highly Qualified Teachers.	Edwinna Williams, Principal	August 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
Currently we have 2 classroom teachers receiving less than an effective rating. This represents 5% of the total instructional staff.	Inservice is implemented on a monthly basis with an emphasis on the highly effective teaching strategies. A book study will begin in October for the Best Practices. Grade levels meet on a weekly basis to discuss and plan teaching strategies which implement the Common Core Strategies. Administrators will meet individually on a monthly basis to monitor their progress in the classroom as well as the students' progress.

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
49	2.0%(1)	16.3%(8)	34.7%(17)	46.9%(23)	36.7%(18)	100.0%(49)	18.4%(9)	0.0%(0)	30.6%(15)

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
Danielle Morrison Linda Weeks Beverly Nall Debra Little Connie Kirkpatrick Jodi White	Jennifer Gentry Heather Gagnet Lauren Ambrose and Elizabeth Rawson Brendaleen A. Wood Angela Taylor Faith Whitt	All teachers work on the same grade level	Grade Level meetings, common planning meetings for curriculum issues, advisory information, general school routine information and student data analysis.
Ms. Entrikin Laurie Myers for Mindy Myers	Elizabeth Rawson Mindy Myers	District START consulting Teacher	Consulting teachers are District Trained teachers working all year with new teachers to our profession. Ms. Entrikin will evaluate teachers and advise

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

Myrtle Grove has a school wide Title One Program. We will use our funding to support the following programs:

Supplemental Educational Services: This year we are offering Supplemental Educational Services (SES) for families that submitted a registration form and selected the tutorial service of their choice. These services are free to all children and are supported by Title One.

Teachers and staff will provide specific after school tutoring using computer tutorial programs to reinforce math and reading instruction, as well as identified specific skills instruction in reading, math, science, and writing. Parents will be encouraged to send students with deficit skills in each area.

FASTT Math a program designed to reinforce basic math facts is funded through Title One and is used in the computer labs and the classrooms. The labs, program and personnel to support the program are all provided through Title One funding.

Parent Resource Room: Parent workshops will be provided on a flexible schedule to all parents of our students. The following weeks have been identified for our evening workshops, however we will offer before and during school workshops for parents. These workshops will provide materials and supplies to encourage parents to have resources to use at home to extend learning and offer reinforcement for students to practice and have the opportunity for home learning activities through parental involvement.

Evening Family Literacy workshops: October 3rd week, grades 1-5 and, K; November third week FCAT Night, as well as in January third week. All grade levels plan to have student presentations, at present the scheduled ones are as follows: for 5th

grade in October, and 1st Grade in December, and 4th grade in December.

Parent and teacher conferences are funded through Title One to involve parents in the routines, academics, and basic information needed to support academic instruction in the classroom and at home. Teachers will offer a variety of times to meet the parents' needs. Home visits can be arranged if needed by parents to extend learning and communication between home and school, as well as empower parents to be more involved in decision making for educational goals for their students. Parents are given the opportunity to request a certain teacher for their students each year which also empowers them in the educational process.

- Parent volunteer orientation will be offered on September 6th at 10:00 in the morning and in the evening at the Title One Parent Meeting. We want to build strong parental support and effective involvement for all students and their families.
 - Field trips throughout the year are supplemented through Title One funding including charges for admissions to the educational programs.
 - Technologies, supplies, educational programs, personnel are supported through Title One funds: Title One funds the following positions at our school: 1 computer lab assistants to run the two labs, a 5th grade teacher to supplement the classroom learning environment, funding for the technology coordinator for staff development, and a part time math and science teacher to reinforce the math and science concepts.
 - Funding for Parental programs are supported through Title One
 - Inservice for developing and enhancing instructional skills for teachers are funded through Title One.
- Other Title One monies are used for support for intermediate classroom support for academic goals.

Title I, Part C- Migrant

Services for the migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined there are 2 Migrant students at Myrtle Grove. We are providing the following services to these students:

After school tutoring services, remedial instructional programs via the computer and technology based instruction. If the students does not speak English as their primary language at home we provide teachers whom have additional training in teaching English Students of Other Languages (ESOL) and teachers with ESOL endorsement on their certificates.

Title I, Part D

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

Title II

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

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve 7 ELL students in Grades K-5. In addition, an Itinerant ESOL teacher, is funded through the Title III monies, is assigned to the 7 students at our school. This teacher assists both the classroom teacher and the ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (Clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office. At Myrtle Grove we have 9 homeless students and we provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced from our school's budget. This year we are using the remaining funds for \$9000 for supplies in the classrooms, software programs and supplemental instructional materials.

Violence Prevention Programs

The school offers a non-violent and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Our Guidance Counselor conducts grade level Anti-Bullying training for all students. In October we reinforce the National Anti-Bullying Month with our PBS program. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act. requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School Year, our district launched the "Bullying" reporting website where bullies may be reported anonymously. At Myrtle Grove we also are participating in the National recognized program for our school's Positive Behavior Plan.

Nutrition Programs

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salads, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance school. The school follows the district's nutrition program for summer feeding at selected sites. Additional instructional programs are offered through the Physical Education Program and our staff will address the obesity issue, especially in elementary age children.

Housing Programs

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

Head Start

This program is offered at the district level and several Head Start Programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office. There is an area Head Start program two blocks east of our school on Lillian Highway. This program is administered by the Head Start Office for our County.

Adult Education

Adult education programs are offered at Escambia High School, across the street from our school for our area. Evening programs are offered at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

We cooperate with Escambia High School for their early childhood training program. Their high school students have on the job training in our primary classrooms. We have cooperated for the past three years to provide real life experiences for these students entering the educational fields. We also provide on the job training to special needs students at Escambia High School.

Job Training

N/A for elementary education

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Edwinna Williams, Principal
Anita Gantt, Ed.D, Assistant Principal
Roslyn Teals, Speech Teacher
Suzette Mattair, Guidance Counselor
Colleen VanDeusen, ESE Teacher
Marcia Monier, Teacher: first grade
Tawn Lopiccolo, Teacher: second grade
Jodi White, Teacher: third grade
Martha Ward, Teacher: fourth grade
Sharon Bradley, Teacher: fifth grade
Tara Schuck- School Psychologist

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

The Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI and ensures the implementation of intervention support and documentation. Ensures adequate professional development to support RTI implementation.

Guidance Counselor: Provides counseling services to improve behavior and address family needs based on stressful and or grief or loss issues which negatively impact a student's ability to acquire academic skills and age appropriate on task behaviors.

Select General Education Teacher: Each grade level has a representative. The teacher provides information about the core instruction, participated in student data collection and delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

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

We do not have a reading coach, however we use the services of the district level reading department's teachers on special

assignment: Identify systematic patterns of the students' needs while working with district personnel to identify appropriate evidence based interventions and strategies; assists with screening programs that provide early intervening services for children considered at risk and monitors at risk students through data collection and provides support for assessments and implementation monitoring.

School Psychologist: Participates in the collection, interpretation, and data analysis. Offers strategies for interventions and assists with collection of documentation by assisting teachers in developing graphs.

Speech Teacher: Educates the team in the role of language and helps identify systemic patterns of student's needs with respect to language. With the model used this year she also provides instruction to the teachers on how to improve language and speech skills within the classroom Tier I delivery.

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

The Leadership Team meets monthly to engage in the following activity: Review screening data and make data driven decisions to maintain a problem solving system to bring out the best in our student and our school. Reviewing student data to develop interventions for students experiencing problems acquiring grade level skills based on benchmarks and standards checklists. All resources will be utilized to improve student academic progress. Regular collaboration, to monitor data and identify intervention strategies as well as identify possible professional development required for effective teaching methods.

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.

READING: Progress Monitoring and Reporting Network (PMRN / FAIR) Florida Comprehensive Assessment Test 2.0 (FCAT2.0), Tier I: We use the FAIR data, the Accelerated Reader Star data, Weekly tests from the core reading program (SRA; Imagine It series), FCAT reading level information;

Tier II: Supplemental reading programs data (Successmaker and Great Leaps) and Teacher observations; Tier III: We use KTEA test data, Intellectual screening data, Achievement test data.

MATH: Tier I: Test data from Go Math, our core math program, weekly tests, as well as FCAT math level information; Tier II: supplemental program data such as Fastt Math, in addition to Teacher observations. Tier III: We use KTEA test data, Intellectual screening data, Achievement test data.

SCIENCE: Tier I: We use the core science program unit tests; Tier II: We use supplemental test results from Discovery Science.

WRITING: (Our assumption is the question relates to the writing process not students without the ability to form letters and write.) Tier I: We use monthly writing assessments as well as daily and weekly assessments in the process of acquiring writing skills. Tier II: Teacher observations, and specific skills assessments in developing paragraphs, story structure, and developing detailed sentences.

Describe the plan to train staff on MTSS.

Each semester a training is provided by the RTI committee. A staff member is trained on each grade level to offer assistance and guidance as needed to supplement semester training. Teachers work closely together to identify data to use to address the instructional and deficit areas for the student. As changes take place in the RTI process we address the changes to be implemented with the staff at additional training sessions as needed. Our Guidance Counselor and our School Psychologist are constantly keeping the staff involved and informed of necessary information. Our instructional staff share strategies to improve student achievement in various subjects and with additional tutoring services offered as needed by our students. Our core instructional materials all contain ideas and strategies to assist students. We have leveled reading materials called "Literacy by Design", in addition to our SRA "Imagine It" decoding and leveled reading materials. We also use "A-Z" as supplemental reading materials. Most of our supplemental materials are supplied through the Title I funding. We also use Beverly Tyner supplemental materials and teaching strategies, as well as Great Leaps in the upper grades. This year we will use PD360 inservice programs to assist teachers with new strategies to differentiate instruction.

Describe the plan to support MTSS.

Schedules support the additional time and planning for implementation as well as coordination for MTSS. The school day is arranged to provide the time to adequately address the additional tutoring and remediation required to facilitate instruction for struggling students with academic and behavior goals. Teachers are trained to implement ERASE strategies to improve student behavior as well as increase time on task. Planning time is provided daily to coordinate services and programs to better meet the needs of students as well as instructional staff.

School-Based Literacy Leadership Team

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

Our school based literacy and reading leadership team is composed of administrators, and teachers from each grade level, as well as the media center specialist. The administrators are Edwinna Williams and Anita Gantt, Ed.D. The grade level teachers are Linda Weeks for kindergarten, Laurie Myers for first grade, Tawn Lopiccio for second grade, Ellen Scott for third grade, Holly Carter for fourth grade, Debbie Johnston for fifth grade and Carol Palkowetz our media center specialist. and Laurie Myers also serve as the reading representatives for our school.

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

The school based literacy and reading leadership team meet on a monthly basis to review data, discuss assessments, identify staff development activities connected to goal areas, develop purposeful staff development activities to address the areas needed for each teacher at different grade levels. We also develop professional learning communities as well as book studies and other inservice addressed by the district reading department.

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

The major initiative for the LLT this year are as follows:

Goal 1 – Increase the percentage of students in the lower quartile making a learning gain in reading on the FCAT 2.0.

Strategies to achieve this goal:

We are offering a book study on Best Practices, as well as additional information on the Common Core Standards to prepare for PARCC.

Use supplemental reading programs to improve reading skills for lower performing students.

Use leveled readers to reinforce reading skill instruction on the students' reading level.

Additional small group instruction in reading.

Parent workshops and Family Literacy Nights to provide supplemental reading resources and materials.

Goal 2- Differentiated reading instruction by using leveled readers and literacy book clubs.

Strategies to achieve this goal:

Sunshine Book Studies with the Librarian.

Staff development on the use of level readers and technology resources. Implement a two hour reading block for all grades K-4, in order to provide differentiated instruction which requires additional time.

Implementing literacy book clubs and the promotion of the Sunshine State Young Readers program.

Goal 3- Increase reading comprehension through the use of supplemental vocabulary instructional resources.

Strategies to achieve this goal:

Use of online vocabulary instructional resources in SRA Imagine It, Renaissance Place, Discovery Science.

Learning Community and book study on the best practices in vocabulary instruction as well as, the Daily Five.

Classroom-based literacy workshops promote vocabulary development.

Continue to encourage all children to read age appropriate materials and continue to check out books from the Media Center.

We strive for our students to score at 80% or higher on the Accelerated Reader program at their level of reading.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

In the spring we schedule several local area pre-kindergarten programs and a Head Start program to spend a morning in elementary school. The librarian has a special reading circle time and the students participate in classroom activities during center time with our kindergarten classrooms. Then the students have a cookie and milk in the cafeteria to experience a lunch program. Registration materials are given to the lead teacher for the parents.

We also host a special conference with parents and students in early August just prior to school to discuss the requirements

in kindergarten, the report card, parent activity nights for strategies to help students during the school year. We hold conferences after school starts to offer strategies to help parents make the transition as well.

*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.

not applicable for elementary schools

*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?

not applicable for elementary schools

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?

not applicable for elementary schools

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](#)

not applicable for elementary schools

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase reading proficiency by 1 percentile point in 2013. In 2012 59% (151) achieved reading proficiency.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2010, the percent of students proficient in reading equaled 63%. In 2011 the percent of students proficient in reading was 72% (228 students). In 2012 59% (151) of the students scored proficient in reading on the FCAT 2.0.	In 2013 the proficiency data for expected levels of performance will be 60% for reading.
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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	We receive transferring students from other area schools for AYP and out of district transfers. Transportation is not provided for all students transferring into Myrtle Grove. Tardy students often miss their reading blocks and math blocks.	Information provided to parents alerting the parents to the missed instruction and negative impact on the learning environment for the class.	Data clerk assists with signing in late students.	Data review: reflecting on the number of late students.	computer sign in data and teacher attendance.
2	Attendance issues for students	Attendance Child study meetings	Principal and School social worker	Attendance data: reflecting on the number of students referred to Attendance Child study team.	attendance data
3	Students with deficit reading and comprehension skills in reading.	Additional instructional strategies to remediate deficit skills identified through data analysis of FCAT reading data, FAIR tests, and classroom tests.	Classroom teachers	Improved achievement level in deficit areas.	FAIR data, AR tests, Classroom tests, FCAT 2.0 reading test.
4	Students lack fluency and comprehension skills in verbal and written responses.	Supplement the Imagine It core reading series with more rigorous questions; as well as the use of correlated Science website to increase students' background knowledge, comprehension skills, and vocabulary.	Classroom teachers	CIM lessons, teacher tests	FCAT 2.0 Test
5	Teachers lack of understanding of the Common Core Standards as their emphasis has been on the Next Generation State Standards.	Implement a book study on Best Practices, as well as additional inservice on questioning techniques which are coordinated with the Common Core Standards.	Dr. Gantt, Ed.D.	Students' progress on answering and developing their own extended response questions which reflect their evidence as well as their understanding on a more complex level of questioning.	Weekly tests as well as the FCAT 2.0 reading test.

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:	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the total percentage at each grade level of students scoring at or above levels 4 by 1 percentile point total for each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 The school percentage of students scoring at levels 4 and above for each grade level in reading is as follows: Grade 3 equals 31%(32) scored at or above level 4. Grade 4 equals 23% (22) scored at or above level 4. Grade 5 equals 25% (24)scored at or above level 4.	In 2013, in Grade 3 the total percentage scoring at or above level 4 will be 32%. In grade 4 the total for students scoring at or above level 4 will be 24% and in grade 5 the total for students scoring at or above level 4 will be 26%.

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	We accept transferred students that often come several grade levels behind in reading. It is hard to achieve the levels 4 and 5 without previous instruction in prerequisite skills in the area of reading.	Differentiated instruction in specific skills to remediate students with inadequate skills for reading.	Assistant Principal	Data meetings to review data and student progress.	FAIR test results, weekly textbook tests, grades, and monitoring reports for specific students.
2	Increase rigor of classroom weekly tests to improve comprehension skill development in higher order questions coorelated to the Common Core Standards with strong written responses denoting students back up evidence.	Revisit the weekly test questions used and revise the questioning techniques to increase the rigor of the questions asked of higer order questions.	Classroom teachers	Test data results from weekly tests.	Weekly tests as well as FCAT 2.0 reading achievement levels.

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:	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, increase the reading learning gains 1 percentile point to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 the percent of students making learning gains in reading was 59% (108). Only students repeating 3rd grade and students in the 4th and 5th grade can earn learning gains.	In 2013 the learning gains for reading will be 60%.

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	Tardy students do not receive the total reading block of 90 minutes.	Parents will sign a statement they realize if they check their child in late or check them out early realize they may not receive the same instruction in reading and math due to the tardiness.	Checking in personnel.	review attendance data for students not making learning gains.	FCAT 2.0 data and attendance data
2	Students with high absenteeism do not receive adequate reading instruction.	Parents will sign a statement for report cards and progress reports reflecting attendance will have a negative impact on reading learning gains.	teachers, principal, social worker for the school	comparision of reading learning gains and attendance	FCAT 2.0 and reading learning gains
3	Students received from transfers often do not have the prerequisite skills taught in our primary grades. It is difficult to make up several years of lost instruction from other	Use of reinforcement and leveled readers to supplement instruction in reading. Use of a 2 hour reading block to provide immediate intensive reading instruction as needed. Use of a	teachers and administrators	Teachers and administrators	FCAT 2.0 data and Learning gains in reading

	schools in other states.	remedial reading supplemental program with a trained Teacher Assistant to reinforce prerequisite reading skills instruction.			
4	Students with deficit skills in reading comprehension.	Offer additional tutoring sessions in reading skill instruction in vocabulary as well as comprehension skills.	teachers and tutorial programs	Students' reading assessment data	FCAT 2.0 reading data, weekly tests, teacher made tests

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:	Due to the Redislosure Restriction,we can not disclose data due to the fact that we had fewer than 10 students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 we had one student in fourth grade taking the Florida Alternate Assessment (FAA) and four students in fifth grade taking the FAA. Due to the Redislosure Restriction,we can not disclose data due to the fact that we had fewer than 10 students taking the FAA.	In 2013 we anticipate only one student will be taking a FAA. Due to the Redislosure Restriction,we can not disclose data due to the fact that we had fewer than 10 students taking the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students can and do transfer to our school with Individual Educational Plans with a FAA required for assessment. Due to the Redislosure Restriction,we can not disclose data due to the fact that we had fewer than 10 students taking the FAA. At present, we have only one student scheduled to take the FAA in reading.	Monitor the IEP and assessment requirements for all students especially the ESE students' IEP.	Donna Hatley, ESE teacher.	Results from the FAA for each student.	FAA in reading.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lower quartile for reading will increase 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the school percentage of students in the lower quartile making learning gains in reading equaled 45% (23). In 2011, the school percentage of students in the lower quartile making learning gains in reading equaled 68% (49). In 2012, the school percentage of students in the lower quartile making learning gains in reading equaled 54% (51).	The percent of students making learning gains in reading in the lower quartile will be 55% in 2013.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance rates for students in the lower quartile impacts the students' performance.	Frequent attendance meetings for parents of students in the lower quartile for reading.	Principal and school social worker	Attendance child study meetings and attendance data.	Attendance data and FCAT 2.0 reading progress.
2	Lack of prerequisite skills for reading.	Use of supplemental reading skills instruction with a trained teacher. Small group instruction using leveled reading materials. Increase use of Study Island remedial instruction in deficit areas.	Teachers trained to monitor student assignments and work. Teachers monitoring student's progress Administrators monitoring progress	FAIR Data, graphed progress for supplemental reading for individual students, Progress reports for Study Island	FCAT 2.0 lower quartile learning gains, FAIR progress, Graphed data for supplemental reading programs
3	Funding to continue the use of the Great Leaps reading remediation program and the Write Score monitoring assessment programs	Reduce the amount of Math teacher funding from Title I funds and continue to support the remedial reading supplemental programs.	Principal	Great Leaps and Write Score (reading) data reports.	FCAT 2.0 reading data for 2013

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years the school will reduce our achievement gap by 50%. At present the gap for 100% of students scoring at level 3 is the difference between 59% and 100% or 41 percentile points. In order to reduce our gap by 50% of 41				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	68%	71%	74%	77%	

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:	Each subgroup will increase 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, White students scored at or above grade level in reading equaled 65%. Black students scored at 52%, all other ethnic groups were N/A. In 2011, All racial groups made AYP through Safe Harbor in reading. In 2012 the subgroup data is as follows: Asian students 75%, Black students 47%, Hispanic students 43%, and White Students 66%.	The students' expected level of performance in 2013 is as follows: Asian students 100%, Black students 49%, Hispanic students 63%, and White students 71%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with deficit skills in reading comprehension and poor language skills	Offer additional tutoring sessions in reading skill instruction in vocabulary as well as comprehension skills.	Teachers and tutorial programs	Students' reading assessment data.	FCAT 2.0 reading data, weekly tests, teacher made tests

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A only 1 student	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Only One student use same strategies for other sub groups	Use of supplemental reading skills instruction with a trained teacher assistant. Small group instruction using leveled reading materials. Increase use of SuccessMaker readers' workshop remedial instruction in deficit areas.	Teacher	FCAT	FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase the students with disabilities scoring at or above in reading by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the students with disabilities scoring at or above grade level in reading equaled 33% (22). In 2011, the students with disabilities scoring at or above grade level in reading equaled 33%(23). In 2012, the students with disabilities scoring at or above grade level in reading equaled 35%.	Students with disabilities expected level of performance in reading will be 36%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of acquisition of prerequisite reading skills.	Use of supplemental reading skills instruction with a trained teacher assistant. Small group instruction using leveled reading materials. Increase use of SuccessMaker readers' workshop remedial instruction in deficit areas. Use of Mastery reading series for individual students.	ESE teacher and administrators	FCAT data monitoring of FAIR tests and text related progress	FCAT progress
	Attendance issues	Parent conferences to	Principal and	Attendance Child study	FCAT data and

2	negatively impact students acquisition of reading skills.	improve attendance rates.	school social worker	meetings	attendance data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the economically disadvantaged students scoring by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, The AYP data indicated 57% (145) of the students Economically disadvantaged scored at or above grade level. In 2011, the AYP data indicated all students economically disadvantaged made adequate progress due to safe harbor. In 2012, the economically disadvantaged students scored 62%	The 2013 expected level of performance will be 63%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with deficit skills in reading comprehension.	Offer additional tutoring sessions in reading skill instruction in vocabulary as well as comprehension skills.	Teachers and tutorial programs	Students' reading assessment data	FCAT 2.0 reading data, weekly tests, teacher made tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New teachers require additional training in Beverly Tyner reading strategies.	K-2 / Reading	Verna Smith or reading support teachers	New K-2 teachers in reading	Nov. 2012	observation and class walk throughs	grade level chairs and Assistant Principal and Principal
Common Core Standards Training	Gr. K-5	District Reading Teachers, and Principal	K-5 teachers	December 2012	Observations and class walk throughs	Grade level Chairs and Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Differentiated Instruction for beginning and emergent readers- Resources needed are supplies to		

Beverly Tyner reading strategies	construct teacher notebooks, and the Small Group Reading Instruction Book with CD Substitutes for teachers to attend inservice workshop	Title One	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Reading Eggs and Study Island software support and reinforcement	Reading incentive and remediation	Title One	\$4,000.00
Accelerated Reading Program	Reading incentive program	SAI funding	\$2,600.00
Teacher assistant to support reinforcement in technology instruction in the labs.	technology labs to support instruction	Title One	\$26,000.00
			Subtotal: \$32,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Beverly Tyner reading strategies	Differentiated instruction for phonetics instruction	Title One	\$500.00
Technology Coordinator inservice on the new technologies and remediation programs.	inservice for teachers in the use of Reading Eggs and Study Island	Title One	\$12,000.00
			Subtotal: \$12,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards Instruction	Integration of new standards and use of teacher resources to promote engaged student learners.	Title One	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$56,100.00

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:		Due to the Redisclosure Restriction and the number of students we have taking the CELLA, we cannot reveal any data as we have less than 10 students.			
2012 Current Percent of Students Proficient in listening/speaking:					
Due to to the Redisclosure Restriction and the number of students we have taking the CELLA, we cannot reveal any data as we have less than 10 students.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:		Due to the Redislosure Restriction and the number of students taking the CELLA we cannot reveal any data as we have less than 10 students.			
2012 Current Percent of Students Proficient in reading:					
Due to the Redislosure Restriction and the number of students taking the CELLA we cannot reveal any data as we have less than 10 students.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		Due to the Redislosure Restriction and the number of students taking the CELLA we cannot reveal any data as we have less than 10 students.			
2012 Current Percent of Students Proficient in writing:					
Due to the Redislosure Restriction and the number of students taking the CELLA we cannot reveal any data as we have less than 10 students.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the number of students achieving proficiency at level 3 or above will increase by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the students FCAT proficiency at level 3 or above was 69%. In 2011, the students scoring at proficiency was 71% (209). In 2012, the students scoring at math proficiency was 51% (130) on the FCAT 2.0.	The percent of students achieving proficiency at level 3 will be at 52% or above on the FCAT 2.0.

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	Math deficit areas for student achievement.	Increase use of Go Math Think Central assessment data to acquire adequate data to identify student needs. Teachers will assign specific skill instruction for students to work at school and at home on Go Math site.	Cresia Sewell, Math Coach	Go Math quarterly assessments in December and in March.	2013 FCAT 2.0 scores
2	Implement the Common Core standards.	Provide inservice activities to acquaint the teachers with the new concepts and process for the new math Common Core Standards.	Cresia Sewell and classroom teachers in all grades.	Teachers responses to inservice and their evaluation.	2013 FCAT 2.0 scores.

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:	Due to the Redislosure Restriction and the number of students taking the alternate assessment we cannot reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redislosure Restriction and the number of students taking the alternate assessment we cannot reveal any data as we have less than 10 students.	Due to the Redislosure Restriction and the number of students taking the alternate assessment we cannot reveal any data as we have less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the percent of students scoring at levels 4 and 5 on the FCAT in Math by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010 approximately 24% (80) of the students were performing at level 4, and 7% (24) were performing at level 5. In 2011, the students at 3rd grade 32% (34) scored at level 4 and 13% (14) scored at level 5 for a total of 45%. In 4th grade 21%(23) scored at level 4 and 7% (8) scored at level 5 for a total of 28%. In 5th grade 18% (19) scored at level 4 and 4%(4) scored at level 5 for a total of 22%. In 2012, the students at 3rd grade 19% (18) scored at level 4 and 5% (5) scored at level 5 for a total of 24%. In 4th grade 14%(13) scored at level 4 and 12% (11) scored at level 5 for a total of 26%. In 5th grade 11% (11) scored at level 4 and 3%(3) scored at level 5 for a total of 14%.	The percent of students scoring at level 4 and 5 in each grade level will increase by 1 percentile point in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implement a more rigorous curriculum for math.	Utilize the Go Math math series. Utilize the enrichment activities to increase math concepts and skills. Incorporate the Common Core Standards for math.	Creasia Sewell and classroom teachers	Monitor the Focus Cims lessons and pacing guides.	FCAT 2.0 Math score

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:	Due to the Redislosure Restriction and the number of students taking the alternate assessment we cannot reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redislosure Restriction and the number of students taking the alternate assessment we cannot reveal any data as we have less than 10 students.	Due to the Redislosure Restriction and the number of students taking the alternate assessment we cannot reveal any data as we have less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase 1 percentile point the students scoring a learning gain on the FCAT in Math.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2010, the percent of students making a learning gain in math was 64% (210) students. In 2011 the percent of students making a learning gain in math was 55% (175). In 2012 the percent of students making learning gains in math was 64% (121).		The percent of students making a learning gain will increase to 65% in 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Use of math process and implementation of new Common Core standards requires additional inservice for teachers.	Provide a pacing guide for the teachers to maintain momentum and align the schedules with the CIM lessons. Utilize the FASTT MATH program to improve acquisition of math facts.	Creasia Sewell	Monitoring the schedules and lesson plans.	FCAT 2.0 Math test
2	Students a review of previous math skills instruction which is lacking in the new standards. As well as a review of the new format that is required in the new standards.	Implement the use of Math Warn-ups during the bell ringer activities and CIM lessons to review and enhance the students' retention of math skills.	Edwinna Williams	Monitoring of CIM Assessment test results and instructional formats.	FCAT 2.0 Math Test

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:	Due to Redislosure Restriction: In 2012 one student in fourth grade took an alternate assessment or Florida Alternate Assessment (FAA) in math and four in fifth grade, individual level student data wherein the total number of individual students is less than 10 data can not be publicly released.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 one student in fourth grade took an alternate assessment in math and four in fifth grade, due to redislosure restriction individual level student data wherein the total number of individual students is less than 10 data can not be publicly released.	In 2013 one student in fourth grade took an alternate assessment in math and four in fifth grade, due to Redislosure Restriction, individual level student data wherein the total number of individual students is less than 10 data can not be publicly released.

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	In 2012 one student in fourth grade took an alternate assessment in math and four in fifth grade, due to Redislosure Restriction: individual level student data wherein the total number of individual students is less than 10 data can not be publicly released.	Three students transferred to our school with Alternate Assessments required on the students' individual educational plans.	Donna Hatley, ESE teacher.	Performance level scores on the FAA.	Florida Alternate Assessment for students requiring FAA on their Individual Educational Plans.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase by 1 percentile point the number of students in the lower quartile making a learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the percent of students in the lower quartile making a learning gain in math was 67% (56). In 2011, the percent of students in the lower quartile making a learning gain in math was 51%. In 2012 the percent of students in the lower quartile making a learning gain in math was 61%.	In 2013, of the students in the lowest quartile 62% will make a learning gain 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	Adjusted curriculum to meet the deficit needs of students with math concepts and skills. Incorporate the Common Core Standards for math.	Implementation of the supplemental instructional activities in Go Math for students requiring differentiated instruction.	Creasia Sewell	lesson plans reflecting the supplemental strategies of Go Mth the math program.	the percent of learning gains for the FCAT 2.0 in math.

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 # In six years the school will reduce our achievement gap by 50%. At present, the gap for 100% of students scoring at level 3 is the difference between 51% and 100% or 49 percentile points. In order to reduce our gap by 50% of 49				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	59%	63%	67%	71%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	AYP goals for math is 86% learning gains. We will strive to increase one percentile point above our current percentage of 67% in an effort to achieve the ongoing goals. In 2013 Based upon the upcoming data by ethnicity we will strive to increase our percentages by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the white sub group for AYP data for ethnicity reflects 67% were scoring at or above grade level. The black sub group data indicates 53% scored at or above grade level in math. In 2012, the white sub group for AYP data for ethnicity reflects 68% were scoring at or above grade level. The black sub group data indicates 57% scored at or above grade level in math. We do not have enough students in the other ethnic groups to warrant AYP application at our school. For 2012 the subgroup data is as follows: Asian 75%, Black 38%, Hispanic 43%, and White 49%.	Increase the white AYP subgroup percentage scoring at or above grade level to 69% for white students and 58% for black in 2012. In 2013 the expected level of performance will be: Asian 73, Black 41, Hispanic 63%, Based upon the upcoming data by ethnicity we will strive to increase our percentages by 1 percentile point.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Consistent one hour math lessons.	arrange special area scheduels to improve the consistent time available for instruction.	Edwinna Williams	monitoring schedules for math.	FCAT 2.0 Math scores.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A only 1 student	N/A only 1 student

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	Language concepts	Provide additional practice through supplemental materials	ESOL teacher	Improved understanding of Math concepts	FCAT Math

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase the percent of students with disabilities scoring at or above grade level in reading 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the AYP data indicated the percent of students scoring at or above grade level in math was 48% (32). In 2011, the AYP data indicated the percent of students scoring at or above grade level in math was 47% (33). In 2012, students with disabilities scoring at or above grade level was 35%.	AYP data indicated the percent of students scoring at or above grade level in math will be 36% for 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE certified Teachers in gr. 3, 4, and 5 in the regular classrooms.	Place self contained students in gr. 5 and 3 in a regular classroom for math instruction.	ESE certified classroom teachers, Bloch, Bradley in 5th, and Pierce, Scott, White for 3rd.	Math progress of identified Self contained ESE students.	FCAT results
2	The school day is not long enough to meet the individual diverse needs of all students.	Provide additional instruction in Number Worlds for students not able to work in the Go Math series.	ESE Teachers	Data from the FCAT	FCAT results in Math

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

E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics. Mathematics Goal E:	Increase by 1 percentile point the number of economically disadvantaged students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49% of economically disadvantaged students made satisfactory progress.	In 2013, 50% of the economically disadvantaged students will make satisfactory progress

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	Math deficit areas for student achievement	Increase use of Math Think Central assessment data to acquire adequate data to identify student needs. Teachers will assign specific skill instruction for students to work at school and at home GoMath site.	Cresia Sewell, Math Coach	GoMath quarterly assessments in December and in March	2013 FCAT 2.0 scores

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Best Teaching Practices in the classroom	Best Practice Literacy Study	Title One	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integrating technology instruction and use in the classroom for math	Technology Coordinator	Title One	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Inservice on the incorporation of Common Core Standards	Title One	\$500.00
Math inservice	One day a week the Math coach will conduct inservice	Title One	\$10,000.00
			Subtotal: \$10,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$21,100.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase by 1 the percentile level of students scoring at or above proficiency level 3 in science on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the data for FCATs indicated 44% of our students scored at or above proficiency level 3 in science. In 2011 the FCAT data indicated 49%(52) scored at or above proficiency level 3. In 2012 51%(96) students scored at level 3 or higher in science.	The 2013, 52% of our students will score at or above proficiency level 3 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	Time to teach all subjects is very limited throughout the day.	Provide science focused material for reading center activities.	Edwinna Williams, classroom teachers	Use of science related instruction in the lesson plans and the focus lessons sent by Nancy Stanley for Science in grades 4 and 5.	2013 Science FCAT 2.0 data
2	Students' prior knowledge of science concepts is very limited.	Provide K-5 correlated science website activities from the Pearson Florida Interactive Science website during reading blocks to build science prior knowledge, vocabulary, and comprehension skills.	Classroom Teachers	Reading, Science and Science CIM assessments	2012 Science FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Due to the Redisdisclosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redisdisclosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.	Due to the Redisdisclosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase by one percentile point the total percent of students scoring at levels 4 and 5 on the FCAT 2.0 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010 the FCAT data indicates the total percent of students scoring at level 4 and 5 was 6% of our students. The students scoring at level 4 was 5%(6) and at level 5 was 1%(1). In 2011, the FCAT data indicates the total percent of students scoring at level 4 and 5 was 16% of our students. The students scored at level 4 was 14% (15) and at level 5 was 2% (2). In 2012 we had 13% (12) students score at level 4 or above.	In 2013 the total percent of students scoring at levels 4 and 5 will be 14%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to teach is reduced by many factors, such as excessive testing, short school day, additional programs and requirements imposed outside of the core academics.	Try to curtail additional programs and focus on high yield strategies.	Edwinna Williams, classroom teachers	Lesson Plans, time was increased on the schedules for science.	FCAT 2.0 science scores.
2	Use of Common Core strategies for teaching and integrating science.	Additional training in Science Common Core Standards and the use of the new textbook and internet supplemental programs.	District Staff Development in Science	Implementation of science lessons and monitored lesson plans	FCAT 2.0 science scores in gr. 5.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Robotics in classroom instruction	LEGO Robotics program	Science budget	\$900.00
			Subtotal: \$900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$900.00

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.	Increase the percent of students scoring at level 3.0 or above on the 2013 FCAT Writing test by 1 percentile

Writing Goal #1a:	point. The proficiency rate was changed by the state in 2012 to 3.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the AYP data indicated 80% of our students scored a level 3 or higher on the FCAT Writing Test. In 2011, the AYP data indicated 95% or higher scored at level 3 or higher on the FCAT Writing Test of our stability group of students. In 2012, 61% (59) of the students scored at level 3.0 and above on the FCAT Writing test.	In 2013, 62% of the students will score at level 3.0 or above. We are striving for 62% to score at level 4.0 if that is recognized by the state as proficient at that time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to expand lessons to include conferencing with individual students is impacted by the short school day.	Try to develop schedules to conference with individual students at least once a week.	Teachers at every grade level.	improvement on the Write score reports for 4th grade.	Write score reports.
2	Students' deficit skills in writing process	Continue to offer after school writing tutoring as well as during the school day for students in grade 4. And target specific student instruction in specific writing skills instruction.	Anita Gantt, Ed.D.	Writing improvement through the use of the Write Score assessment data	FCAT Writing score

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:	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.	Due to the Redislosure Restriction and the number of students we have taking the alternate assessment we can not reveal any data as we have less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Essays that are hand-scored both analytically and holistically according to Florida's 2012-13 scoring rubrics. An analysis of each student's writing that identifies strengths and weaknesses to inform the most effective instruction. Data-driven instructional decisions and differentiated instruction according to the students needs within the classroom. Targeted lesson plans designed to meet specific needs of individual students, small group, or whole class.	Title One	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Analysis of students' writing to identify strengths and weaknesses to inform instruction	Title One	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,700.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our average daily attendance rate will increase to 94.8%, or .1 increase overall.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for 2010 average daily attendance rate was 94.1%. The attendance rate for 2011 was 94%.	Our average daily attendance rate will increase to 94.8%.

In 2012, the average daily attendance rate was 94.4%.					
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
The 2010 number of students with excessive absences of 10 or more was 279 students. The 2011 number of students with excessive absences of 10 or more was 295 students. In 2012 the total number of students with excessive absences of 10 or more was 258.		Our 2013 number of students with excessive absences of 10 or more will decrease to 257 students. A decrease of 1 student.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
The 2010 number of students with excessive tardies of 10 or more was 159 students. The 2011 number of students with excessive tardies of 10 or more was 185 students. In 2012 the number of students with excessive tardies of 10 or more was 180.		The 2013 number of students with excessive tardies of 10 or more will decrease by 1 to 179 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students transferring to Myrtle Grove from other states or other schools count toward our attendance rate even if they are not in our school all year.	Parents will be requested to attend attendance child study meetings at monthly intervals when they exceed the 5 days within a 90 day period without excused absences.	Jim Taylor our school social worker	Improved attendance rate for all students.	Overall attendance rate for the school.
2	Implementation of a new tardy policy to reduce the number of students tardy each day.	After 3 tardies a student's citizenship grade will be reduced by one letter grade. A letter will be sent home informing the parents of the school's concern regarding the excessive amount of tardies.	Edwinna Williams and classroom teachers	Attendance data and close monitoring of absences for students	overall attendance data

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	The total number of in school suspensions for 2013 will maintain or decrease by 1.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2010, the total number of in- school suspensions was 21. In 2011 the number of in - school suspensions was 47. In 2012 the number of in- school suspensions was 58.	The total number of in school suspensions for 2013 will be 57 or less.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2010, the total number of students suspended in - school was 18. In 2011, the total number of students suspended in - school was 36. In 2012 the total number of students with in -school suspensions was 42.	The total number of students suspended for in-school in 2013 will be 41 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2010 the total number of out of school suspensions was 93. In 2011 the total number of out of school suspensions was 59. In 2012 the total number of out of school suspensions was 93.	The total number of students suspended for out of school in 2013 will be 92 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2010, the total number of students with out of school suspensions was 60. In 2011, the total number of students with out of school suspensions was 33. In 2012 the total number of students with out of school suspensions was 50.	The total number of students with out of school suspensions will be 49 or less.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	New students are not familiar with our Positive Discipline and Behavior plan.	Teachers will teach the discipline and Positive Behavior Support (PBS) plan. We will provide incentives to reward positive behaviors at our school.	Suzette Mattair and the PBS team	Reduction in negative behaviors.	Behavior data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	
Parent Involvement Goal #1:	Increase the percent of parents participating in school

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		volunteering activities by 1 percentile point.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2010, the percent of parents who participated in school activities is 8% of our student stable population. Based on 660 student enrollment 54 parents volunteered to participate. In 2011, 12% of our student stable population of 660 volunteered to participate or 79 parents. In 2012, 14% of our student stable population of 665 students volunteered to participate or 93 parents.		Increase the percent of parents volunteering in the classrooms and in other activities.			
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 materials to use at home to extend learning in the home.	Staff the Parent Resource room with adequate materials and supplies for parents to use at home to extend learning into the home.	Jeanette Vines	Parent activities	Sign in sheets for parent meetings
2	Parents require additional information on how to engage students in learning at home.	Use of a new online program provided through Title I to provide activities and ideas to engage students.	Anita Gantt	monitoring resources utilization	parents surveys

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Resource room	Parent educator to provide workshops and services to keep parents engaged in the learning for their children	Title One	\$9,000.00
			Subtotal: \$9,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Parent literacy nights to inform parents of teaching strategies to use at home.	Literacy kits and reading materials	Title One	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Based on the analysis of school data for science , technology, and math our teachers will focus on incorporating additional integrated math and science goals to reinforce the STEM goal development in all areas. This is a new goal area for our school this year and we will establish the baseline data this year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

STEM Budget:

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

Robotics	LEGO robots	Title One and Science	\$900.00
			Subtotal: \$900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$900.00

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	Beverly Tyner reading strategies	Differentiated Instruction for beginning and emergent readers- Resources needed are supplies to construct teacher notebooks, and the Small Group Reading Instruction Book with CD Substitutes for teachers to attend inservice workshop	Title One	\$1,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Best Teaching Practices in the classroom	Best Practice Literacy Study	Title One	\$600.00
Science	N/A	N/A	N/A	\$0.00
Writing	Write Score	Essays that are hand-scored both analytically and holistically according to Florida's 2012-13 scoring rubrics. An analysis of each student's writing that identifies strengths and weaknesses to inform the most effective instructional decisions and differentiated instruction according to the students needs within the classroom. Targeted lesson plans designed to meet specific needs of individual students, small group, or whole class.	Title One	\$1,200.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parent Resource room	Parent educator to provide workshops and services to keep parents engaged in the learning for their children	Title One	\$9,000.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$11,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Reading Eggs and Study Island software support and reinforcement	Reading incentive and remediation	Title One	\$4,000.00
Reading	Accelerated Reading Program	Reading incentive program	SAI funding	\$2,600.00
Reading	Teacher assistant to support reinforcement in technology instruction in the labs.	technology labs to support instruction	Title One	\$26,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Integrating technology instruction and use in the classroom for math	Technology Coordinator	Title One	\$10,000.00
Science	Use of Robotics in classroom instruction	LEGO Robotics program	Science budget	\$900.00
Writing	N/A	N/A	N/A	\$0.00

Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Robotics	LEGO robots	Title One and Science	\$900.00
				Subtotal: \$44,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Beverly Tyner reading strategies	Differentiated instruction for phonetics instruction	Title One	\$500.00
Reading	Technology Coordinator inservice on the new technologies and remediation programs.	inservice for teachers in the use of Reading Eggs and Study Island	Title One	\$12,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Common Core Standards	Inservice on the incorporation of Common Core Standards	Title One	\$500.00
Mathematics	Math inservice	One day a week the Math coach will conduct inservice	Title One	\$10,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	Write Score	Analysis of students' writing to identify strengths and weaknesses to inform instruction	Title One	\$500.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parent literacy nights to inform parents of teaching strategies to use at home.	Literacy kits and reading materials	Title One	\$1,000.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$24,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards Instruction	Integration of new standards and use of teacher resources to promote engaged student learners.	Title One	\$10,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$10,000.00
				Grand Total: \$90,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

To advise the administration and teachers on budget matters, parent involvement and empowerment, and to act as a liason between the school and the community.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District MYRTLE GROVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	71%	75%	49%	274	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	72%	55%			127	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?	68% (YES)	51% (YES)			119	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					520	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District MYRTLE GROVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	69%	68%	44%	251	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	55%	64%			119	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?	45% (NO)	67% (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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested