FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FRUITVILLE ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Dr. Laura Kingsley

SAC Chair: Mrs. Melissa Fraley

Superintendent: Mrs. Lori White

Date of School Board Approval: TBD

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Laura Kingsley	Ed D.	12	17	2011-2012 School Grade = A Learning gains = 74% Reading 74% Math Lowest 25% - 74% Reading 63% Math 2010-2011 Met AYP School Grade = A Learning gains = 78% Reading 85% Math Lowest 25% - 76% Reading 86% Math 2009-2010 School Grade = A Learning gains = 73% Reading, 72% Math, 67% lowest 25% Reading, 55% lowest 25% Math 2008-2009 School Grade = A Learning gains = 74% Reading, 73% Math, 70% lowest 25% Reading, 74% lowest 25% Math AYP= Students with Disabilities did not meet proficiency in Reading

					and Math School Grades since 2002 = A
Assis Principal	Mr. Steven French	M.S. Degree	2	2	2011-2012 School Grade = A Learning gains = 74% Reading 74% Math Lowest 25% - 74% Reading 63% Math

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)
N/A					

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	Use of PRIDE Evaluation System Regular meetings with new teachers (30 day and 90 day) Partnering new teachers with veteran staff member Provide professional develpoment to all staff	Principal/ Assistant Principal Principal Principal/Assistant Principal Principal and District PD	May 2013 on-going on-going on-going	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

| 61 | 3.3%(2) | 16.4%(10) | 52.5%(32) | 27.9%(17) | 85.2%(52) | 0.0%(0) | 4.9%(3) | 16.4%(10) | 63.9%(39) |

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
Lori Verrier	Teachers	Coaches are professional development specialist trained to coach instructional best practices	Instructional tutoring, classroom observation, modeling, collaborative planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, Guidance Counselor, Behavior Specialist, School Social Worker,
School Psychologist, ESE Liaisons, Speech and Language Pathologist, ESE Teachers, ESOL Liaison, and CLassroom Teachers

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 Response to Intervention (RtI) team also known as School-Wide Support Team (SWST) collaborates once a week to discuss existing data
and information, identify students' needs, problem solve, and to make recommendations for future activities in regard to student's academic
performance, behavior, attendance, and overall school-wide adjustment. The RtI / SWST designates a member of the team to work with each
grade level one time per week to discuss individual students and progress monitoring data. Based on the data review, instructional strategies
are identified and a timeline of implantation will be constructed.

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 role of the RtI/SWST team at Fruitville Elementary is to analyze relevant school data for the purpose of problem analysis, intervention
development, and goal setting in order to develop and implement the SIP plan. Florida's Continuous Improvement Model (FCIM) guides our discussions.

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.

The school uses a variety of assessment data reported by the district Office of Research, Assessment, and Evaluation on the academic
achievement of all students. Disaggregated AYP subgroup data by reading, mathematics, science, and writing is utilized. The school
participates in FAIR, FOCUS (Science), Successmaker, the district Math and Writing Formative Benchmark Assessments to continuously
progress monitor students at Tier 1, 2, and 3.
The school also has created grade level progress monitoring spreadsheet used to summarize and track data.

Describe the plan to train staff on MTSS.

Members of the school RtI team participated in the Positive Behavioral Support Model and Response to Intervention training
in the Summer 2011. The Fruitville RtI/SWST team provided 100% of the staff training on RtI and PBS in August 2011 and
progress monitoring spreadsheets in September 2011.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School Decision Making Team paired with parent/guardians.

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

SDMT meets bi-weekly to review data and LLT meets semi-annually using the FCIM model.

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

Prescriptive reading and math lesson plans for our lowest 25%,Hispanic and economically disadvantaged subgroups.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 23%(68) Level 3,4,5- 74%(221)	Level 3 - 27% Level 3,4,5 - 76%

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	Reduction of school resources and supports	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Increase in economically disadvantaged students due to the economy.	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Reading Night	Guidance Counselor and classroom teachers	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review numbers of families attending Reading Night	FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers.

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data and professional development.	Teachtown, Fruitville progress monitoring sheet

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 51%(153) Level 3,4,5 - 74%(221)	Level 4,5 -53% Level 3,4,5 - 76%

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	Familiarity with the depth and complexity of the curriculum.	2. Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT/PLC times will also be focused on lesson plans, IFC's and assessments	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted upon request.	Observation during focused classroom walkthroughs

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data, and professional development	Teachtown, Fruitville progress monitoring sheet

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(132)	73%

	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	Reduction of school resources and staff	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Inadequate resources to provide intensive remediation to Tier 2 and Tier 3 students	PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Calendar, also to include prescriptive lesson plans for all Tier 3 students. Expand community partnerships that can provide trained volunteers.	All instructional staff and CPT/PLC teams	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database.	FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers Progress monitoring sheet

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	

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

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data, and professional development	Teachtown, Fruitville progress monitoring sheet

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(30)	67%

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	Reduction of school resources and supports.	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Increase in economically disadvantaged students due to the economy.	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Math Night	Guidance Counselor and classroom teachers	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database.	District Math Benchmark Assessments Successmaker Data Classroom Walkthrough Data and Lesson Plans Grade level Envision formative assessments

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is ▲ ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 86%(158) Black 58% Hispanic 59%(43)	White 84% Exceeded AMO Target Black 53% Exceeded AMO Target Hispanic 66%

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	Reduction of school resources and supports.	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Increase in economically disadvantaged students due to the economy	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Night's	Guidance Counselor and classroom teachers	FAIR assesment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database	FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers.

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%	59%

	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	Reduction in school resources and supports	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Staff/families with limited knowledge of effective instructional strategies for ELLs.	Provide professional development and resources for staff and families for effective instructional strategies for ELL's	ESOL Liaison, classroom teachers, School Administration	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our family resource nights.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(17)	62%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate collaborative planning time during the day for ESE teachers to plan together	Provide opportunities and incentives to staff to encourage planning together after school	PK/Autism Team Leader	Monitor meeting agendas and meeting minutes	Agendas and minutes from meetings
2	Multi-age and multi-level ESE classrooms.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations

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	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population.

satisfactory progress in reading.

Reading Goal #5E:

The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	65%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in economically disadvantaged students due to the economy.	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Night's	Guidance Counselor and classroom teachers	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database.	FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers
2	Reduction in support and school resources	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Reading Instruction using the Instructional Focus Calendars	K-5	Suzanne Naiman	All Instructional Staff K-5	October 2012	PLC/CPT discussions Lesson Plans	Laura Kingsley Dusty French
Successmaker	K-5	Marla Myers	All Instructional Staff K-5	Ongoing	PLC/CPT discussions and notes	Dusty French

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Partners in Print	District Grant	Community Foundation	$4,789.00
			Subtotal: $4,789.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,789.00

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.

2012 Current Percent of Students Proficient in listening/speaking:

38%(15) GOAL 42%

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	High number of ESOL students to ESOL staff ratio	Provide inclusion and pullout groups as appropriate/ ESOL Parent Advisory meetings	ESOL Liaison	Review Fruitvill progress monitoring sheet on a regular basis.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point

CELLA Goal #2:	increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.

2012 Current Percent of Students Proficient in reading:

41%(16) GOAL 45%

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	High number of ESOL students to ESOL staff ratio	Provide inclusion and pullout groups as appropriate/ ESOL Parent Advisory meetings	ESOL Liaison	Review Fruitville progress monitoring sheet on a regular basis.	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.

2012 Current Percent of Students Proficient in writing:

49%(19) GOAL 54%

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	High number of ESOL students to ESOL staff ratio	Provide inclusion and pullout groups as appropriate/ ESOL Parent Advisory meetings	ESOL Liaison	Review Fruitville progress monitoring sheet on a regular basis	CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 27%(81) Level 3,4,5 - 70%(210)	Level 3 - 29% Level 3,4,5 - 72%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in economically disadvantaged students due to the economy.	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Math Night	Guidance Counselor and classroom teachers	PLC review of Math Benchmark assessment reports, Successmaker daily reports, lesson plan development, Envision formative assessment item analyses. Schoolwide support team (SWST) reviews data with every PLC team quarterly.	District Math Benchmark Assessments Successmaker Data Classroom Walkthrough Data and Lesson Plans Grade level Envision formative assessments
2	Reduction of school resources and supports	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data and professional development.	Teachtown, Fruitville progress monitoring sheet

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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 43% (129) Level 3,4,5 - 70% (210)	Level 4,5 - 44% Level 3,4,5 - 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	Familiarity with the depth and complexity of the curriculum.	2. Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT/PLC times will also be focused on lesson plans, IFC's and assessments	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted upon request.	Observation during focused classroom walkthroughs

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

				Monitoring	Strategy	
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data, and professional development		Teachtown, Fruitville progress monitoring sheet

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (132)	73%

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	Reduction of school resources and staff	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Inadequate resources to provide intensive remediation to Tier 2 and Tier 3 students	PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Calendar, also to include prescriptive lesson plans for all Tier 3 students. Expand community partnerships that can provide trained volunteers.	All instructional staff and CPT/PLC teams	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database.	FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers Progress monitoring sheet

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data, and professional development	Teachtown, Fruitville progress monitoring sheet

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(28)	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	Reduction of school resources and supports.	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Increase in economically disadvantaged students due to the economy.	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Math Night	Guidance Counselor and classroom teachers	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database.	District Math Benchmark Assessments Successmaker Data Classroom Walkthrough Data and Lesson Plans Grade level Envision formative assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is

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

	70	73	75	78	81	

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 79%(148) Hispanic 61%(44) Black 33%	White 79% Met AMO Target Hispanic 62% Black 53%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Reduction of school resources and supports.</td><td>Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team</td><td>SWST Members,Grade Level Teachers</td><td>FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.</td><td>FAIR Reporting Results SuccessMaker Cumulative Reports

SWST Meeting and PLC/CPT Agendas</td></tr>
<tr><td>2</td><td>Increase in economically disadvantaged students due to the economy</td><td>Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Night's</td><td>Guidance Counselor and classroom teachers</td><td>FAIR assesment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database</td><td>FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers.</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	58% Met AMO Target

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

1	Reduction in school resources and supports	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members, Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Staff/families with limited knowledge of effective instructional strategies for ELLs.	Provide professional development and resources for staff and families for effective instructional strategies for ELL's	ESOL Liaison, classroom teachers, School Administration	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our family resource nights.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	66%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate collaborative planning time during the day for ESE teachers to plan together	Provide opportunities and incentives to staff to encourage planning together after school	PK/Autism Team Leader	Monitor meeting agendas and meeting minutes	Agendas and minutes from meetings
2	Multi-age and multi-level ESE classrooms.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:

	57%		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	Increase in economically disadvantaged students due to the economy.	Grant funding and community resources will be sought to provide for the needs and bridge the economic gap. Encourage participation at Family Night's	Guidance Counselor and classroom teachers	FAIR assessment data will be tracked for every subgroup. Classroom walk throughs will be focused on observing and providing feedback re. the intervention success for our Tier 2 and Tier 3 students. Review volunteer database.	FAIR reporting results Classroom Walk-Through Data Lesson plans DAR results for struggling readers
2	Reduction in support and school resources	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas

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
Effective Mathematics Instruction using the Instructional Focus Calendars	K-5	Mandy Tannehill	Instructional Staff K-5	November 2012	PLC/CPT discussions Lesson Plans	Laura Kingsley Dusty French
Successmaker	K-5	Marla Myers	Curriculum Leaders All Instructional Staff K-5	Ongoing	PLC/CPT discussions and notes	Dusty French

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics tutor	SAC dollars	SAC	$3,820.00
			Subtotal: $3,820.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,820.00

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 36% (34) Level 3,4,5 - 73% (69)	Level 3 - 40% Level 3,4,5 - 77%

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	Reduction of school resources and supports	Increased Progress Monitoring among grade level teams in collaboration with School-wide Support Team	SWST Members,Grade Level Teachers	FAIR and SuccessMaker Data will be monitored regularly. Facilitators will meet with grade level teams to discuss students of concern.	FAIR Reporting Results SuccessMaker Cumulative Reports SWST Meeting and PLC/CPT Agendas
2	Focused attention on reading and math instruction.	Expect classroom science projects to be completed school wide and individual/group projects in many classrooms. Schoolwide science	Science Committee and Administration	Successful completion of projects as judged by Science Committee of Judges using county rubric. Classroom Teacher Lesson Plans High level of parent	FOCUS: Science Assessement

		calendar with focused topics each month Parent Science Information Night and Parent Science Fair Award Night.			participation	
3	New science textbook series.	Provide ongoing professional development on the textbook series and effective science instructional strategies.	School Administration, classroom teachers, and curriculum leaders	Results of professional development sessions and student progress.	Teacher surveys, student data (grades, FCAT results, FOCUS, topic assessments.)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data and professional development.	Teachtown, Fruitville progress monitoring sheet

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 37% (35) Level 3,4,5 - 73% (69)	Level 4,5 - 41% Level 3,4,5 - 77%

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	Familiarity with the depth and complexity of the curriculum.	2. Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT/PLC times will also be focused on lesson plans, IFC's and assessments	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted upon request.	Observation during focused classroom walkthroughs
2	Focused attention on reading and math instruction.	Expect classroom science projects to be completed school wide and individual/group projects in many classrooms. Schoolwide science calendar with focused topics each month Parent Science Information Night and Parent Science Fair Award Night	Science Committee and Administration	Successful completion of projects as judged by Science Committee of Judges using county rubric. Classroom Teacher Lesson Plans High level of parent participation	FOCUS: Science Assessement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large class sizes	Align school resources and staff to appropriate classrooms	Julie Jaquette	review progress monitoring data. Facilitators meet with team of teachers and aides weekly to discuss important issues, data, and professional development	Teachtown, Fruitville progress monitoring sheet

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Science Instruction Using LEARN, Think Central and Instructional Focus Calendars	K-5	Brad Pornichak	Instructional Staff K-5	November 2012	PLC/CPT discussions Lesson Plans	Laura Kingsley Dusty French

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	85%(79)	87%

			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	It is difficult to maintain high performance.	Contract writing consultant to improve scores 0f 4.0 and higher Continue school wide focus on writing prompts: read the class best over the announcements; grade levels score writing samples together; weekly writing tip in staff newsletter	Principal Fourth Grade Team	Progress monitoring will include writing sample scores quarterly.	Schoolwide and district provided writing prompts

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(27)	33%

		Problem-Solving Process to Increase Student Achievement		

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Writing	Writing/ 4th grade team	Dusty French	4th grade team	October - February	Review of student writing/scoring	Dusty French
Thinking Maps	K-5	James Dean	Instructional Staff K-5	October - May	PLC/CPT discussions Product based evidence - instructional maps	Laura Kingsley

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
writing	substitute teachers	Title II	$2,178.00
Thinking Maps	Professional development	private donation	$1,500.00
			Subtotal: $3,678.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,678.00

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:	ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or

decrease the percentage.	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.9% (707/745)	96.9%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
243	228
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
86	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	Funding sources	Implement a positive attendance reward system to recognize increases in student attendance for targeted students.	Principal, Assistant Principal and Guidance Counselor	Monitor attendance data on a monthly basis	Attendance data
2	Economic challenges in the community.	Provide community outreach resources and supports where needed	Guidance Counselor/ Assistant Principal	Monitor attendance data on a monthly basis & make parent calls/visits as needed.	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
No Data Submitted						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9	9
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	8
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
26	26
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17	17
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Inconsistent application of school-wide discipline plan.	Implementation of Positive Behavior Support program and additional character education and recognition programs.	School Administration, RtI Leadership Team, classroom teachers, school staff	Observations of classroom and school-wide instruction of PBS and character education program	Decreased school suspensions and discipline referrals

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1:

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

By the year 2013, parent participation in school conferences and activities will include 95% of our families.
90% of invited families will attend at least 4 of 6 parent night/workshops

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
99% parent conferences	99%
Parent workshop nights is a new initiative	90%

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	Transportation Language Sports in the evenings	Connect Ed message in native language Offer events at different times of the day or week	Teachers Administrators SAC Members	Parent Survey Sign in sheets	Sign in sheets

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Partners in Print	District Grant	Community Foundation	$4,789.00
Mathematics	Mathematics tutor	SAC dollars	SAC	$3,820.00
				Subtotal: $8,609.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	writing	substitute teachers	Title II	$2,178.00
Writing	Thinking Maps	Professional development	private donation	$1,500.00
				Subtotal: $3,678.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $12,287.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Tutoring support for Tier 2 and Tier 3 struggling learners	$3,500.00

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

Review needs assessment data, review implementation of the School Improvement Plan, monitor student and school progress in attaining goals and serve as a resource for the principal in matters pertaining to the school program.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District FRUITVILLE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	87%	85%	71%	333	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	78%	83%			161	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?	76% (YES)	86% (YES)			162	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					656	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District FRUITVILLE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	85%	91%	71%	333	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	73%	72%			145	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?	67% (YES)	55% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					600	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested