

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAMARQUE ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Sally Mancheno

SAC Chair: Janice O'Day

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/9/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sally Mancheno	Ed.S. Educational Leadership, Nova Southeastern University M.S. Varying Exceptionalities, USF B.S. Specific Learning Disabilities, USF State of FL certifications: School Principal, All levels, Specific Learning Disabilities K-12, Elementary Ed 1-6	7	10	Principal of Lamarque Elementary School - 2011-2012 School Grade A - 2010-2011 School Grade B, No AYP - 2009-2010 School Grade A, No AYP - 2008-2009 School Grade A, Yes AYP - 2007-2008 School Grade A, Yes AYP - 2006-2007 School Grade A, Yes AYP Assistant Principal Toledo Blade Elementary School - 2005-2006 School Grade A, Provisional AYP - 2004-2005 School Grade B, Provisional AYP - 2003-2004 School Grade A, No AYP
		M.S., Nova Southeastern			

Assis Principal	Lauren Orr	University BA Special Education, Western Michigan University State of Florida certifications: School Principal (all levels), Middle School Integrated Curriculum, Elementary Education K-6, Emotionally Handicapped K- 12, ESOL K-12	4.5	10	Assistant Principal Lamarque Elementary School - 2011-2012 School Grade A - 2010-2011 School Grade B, No AYP - 2009-2010 School Grade A, No AYP - 2008-2009 School Grade A, Yes AYP Assistant Principal McIntosh Middle School - 2007-2008 School Grade A, No AYP - 2006-2007 School Grade A, No AYP - 2005-2006 School Grade A, Provisional AYP - 2004-2006 School Grade B, Provisional AYP - 2003-2004 School Grade B, No AYP
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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)
NA	NA	NA			NA

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	2. Partnering new staff with veteran teachers	Assistant Principal	Ongoing	
2	1. Regular meetings with new teachers	Principal	Ongoing	

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
75	10.7%(8)	36.0%(27)	34.7%(26)	18.7%(14)	81.3%(61)	0.0%(0)	10.7%(8)	5.3%(4)	58.7%(44)

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
Tish Temple	Kari Reece	New to teaching profession; specialized training for students with autism	Completion of SCIP Mentoring Program
Tish Temple	Tiffany Mabie	New to district; grade level experience in Pre-K VE	Completion of SCIP Mentoring Program
Cindi Porinchak	Jennifer Keller	Returning to district; Grade level experience	Completion of SCIP Mentoring Program
Amy Bontrager	Amy Milliken	Returning to district; Grade level experience	Completion of SCIP Mentoring Program
Mary Pedro	Michelle Delp	New to district; grade level experience	Completion of SCIP Mentoring Program
Mary Pedro	Jessica Haynes	New to teaching profession	Completion of SCIP Mentoring Program

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 is a federally funded program designed to address the academic needs of low performing students through additional academic support, parent trainings and staff development. Title I schools have a high percentage of economically disadvantaged students. Our goal is to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics.

Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID & R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

None provided

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide supplemental instruction for Level 1 readers and support for teachers at Lamarque Elementary School.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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.

Sally Mancheno, Principal
Lauren Orr, Assistant Principal
Michelle Hughes, Guidance Counselor
Diane Stick, Guidance Counselor
Cori Jenkins, Guidance Counselor
Dan Gerdes, Behavior Specialist
Tish Temple, ESE Liaison
Kathy Hendricks, ESE Liaison
Nina Schwartz, Interventionist
Nina Tufenkjian, ESOL Liaison
Jeannie Batalia, Speech and Language Pathologist
Candace Hurley, Speech and Language Pathologist
Caroline Paolillo, Speech and Language Pathologist
Leah Marchewka, Psychologist
Anastasia Dilego, Social Worker

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 RtI Leadership Team meets weekly to review summative and formative data to determine school, grade and individual student academic needs. During weekly meetings with general education teachers, individual student concerns are discussed to identify academic areas of concern and to develop individual intervention plans. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

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 school-based RTI Leadership Team will employ a continuous improvement model to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, the District-based Leadership Team in collaboration with School-based Leadership Team will oversee the implementation of the SIP Plan.

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 reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing are utilized. Further, the school will participate in the FAIR Reading assessment, utilize the Florida Achieves/Focus Science assessment, as well as a district-level Math assessment. Data from SuccessMaker (ILS) are reviewed to summarize data for students at Tier 1, 2, and 3.

Describe the plan to train staff on MTSS.

District instructional specialists have provided training to the Lamarque Elementary School PS/RtI Team. The entire faculty has been trained in the PS/RtI process. Staff will participate in professional development modules throughout the year. The Intervention Teacher will meet with Classroom Teacher to train and plan for student interventions.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sally Mancheno, Principal
Lauren Orr, Assistant Principal
Michelle Hughes, Guidance Counselor
Cori Jenkins, Guidance Counselor
Diane Strick, Guidance Counselor
Dan Gerdes, Behavior Specialist
Tish Temple, ESE Liaison
Kathy Hendricks, ESE Liaison
Nina Schwartz, Title Interventionist
Nina Tufenkjian, ESOL Liaison
Courtney Moffitt, Title Resource Teacher
Cindi Porinchak, Title Resource Teacher
Dawn Vittorio, Title Resource Teacher
Galina Melnichuk, ESOL Aide

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

The LLT team meets bi-monthly with grade level team leaders and team members to discuss literacy initiatives. Grade level

representatives meet with their team members to introduce and implement literacy initiatives in the classroom.

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

Quarterly progress monitoring for all students and running records for tier 2 & 3 students
Increased exposure to non-fiction literature across the curriculum.

Increase student achievement through strategies that address targeted skill deficit areas

Monitor the student mastery of objectives as outlined in the Instructional Focus Calendar

Maintain and enhance our Parent Resource Library

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.

Every year in the spring, Lamarque Elementary School has a Kindergarten Orientation which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. During this event, students and parents visit classrooms. This helps students understand what is expected of them upon entering kindergarten. In addition, there is dialogue between Lamarque Elementary School and its feeder preschools to support the kindergarten program. Our teachers screen students during the summer to assess readiness skills of our incoming kindergarteners, and our district offers a VPK program during May and June to help transition students.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*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?

NA

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?

NA

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](#)

NA

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 - 27%(132) Level 3,4,5 - 69% (332)	Level 3 - 31% Level 3,4,5 - 74%

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 reading application skills Target grade 5	Direct instruction in reading application: Chronological order, conclusions/inferences, main idea, relevant details, cause/effect and comparisons Strategic intervention readers SuccessMaker Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown FCAT
2	Lack of comprehension skills (main idea, plot, and purpose) Target grades 3, 4, 5	Read alouds Small group instruction SuccessMaker Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown
3	Lack of comprehending informational text Target grade 5	Direct instruction in informational text: Integrate reading with Science and Social Studies Utilize and identify attributes of informational text (Charts, Graphs, Subtitles) Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion FCAT
	Lack of literary analysis	Direct instruction in	Classroom Teacher	Progress Monitoring	FAIR

4	(fiction/nonfiction)skills Target grade 4	literary analysis: Character point of view; Plot Development; problem/resolution; descriptive language; figurative language; and text features Strategic intervention readers SuccessMaker Before and After-School Tutoring			SuccessMaker Storytown FCAT
5	Parent Involvement	Content Area Family Nights Parent Resource Library Classroom	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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 when less than 70% of students 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:
10%	12%

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 reading application skills	Intensive direct instruction in reading application: Chronological order, conclusions/inferences, main idea, relevant details and cause and effect. Strategic intervention readers SuccessMaker Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion
2	Lack of comprehension skills (main idea, plot, and purpose)	Read alouds Small group instruction SuccessMaker Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown

3	Lack of comprehending informational text	Intensive direct instruction in informational text: Integrate reading with Science and Social Studies Utilize and identify attributes of informational text (Charts, Graphs, Subtitles) Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion
4	Unique Learning System	Alternate Assessment Strategies	Classroom Teacher	Progress Monitoring	Unique Learning System
5	Parent Involvement	Content Area Family Nights Parent Resource Library Classroom	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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 - 42%(200) Level 3,4,5 - 69%(332)	Level 4,5 - 44% Level 3,4,5 - 74%

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	Parent Involvement	Content Area Family Nights Parent Resource Library Classroom	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion
2	Lack of reading application skills	Direct instruction in reading application: Chronological order, conclusions/inferences, main idea, relevant details and cause and effect. Strategic intervention readers SuccessMaker	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion FCAT

3	Lack of comprehension skills (main idea, plot, and purpose)	Read alouds Small group instruction SuccessMaker	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown
4	Lack of comprehending informational text	Direct instruction in informational text: Integrate reading with Science and Social Studies Utilize and identify attributes of informational text (Charts, Graphs, Subtitles) Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion FCAT
5	Parent Involvement	Content Area Family Nights Parent Resource Library	Classroom Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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 when less than 70% of students 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:
72%(13)	74%

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 reading application skills	Direct instruction in reading application: Chronological order, conclusions/inferences, main idea, relevant details and cause and effect. Strategic intervention readers SuccessMaker	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion
2	Lack of comprehension skills (main idea, plot, and purpose)	Read alouds Small group instruction SuccessMaker	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown

3	Lack of comprehending informational text	Direct instruction in informational text: Integrate reading with Science and Social Studies Utilize and identify attributes of informational text (Charts, Graphs, Subtitles) Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion
4	Unique Learning System	Alternate Assessment Strategies	Classroom Teacher	Progress Monitoring	Unique Learning System
5	Parent Involvement	Content Area Family Nights Parent Resource Library	Classroom Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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:
66%(184)	70%

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 Level 1 and Level 2 are not making adequate learning gains	Small group instruction Additional reading/math instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown SuccessMaker District Assessments Envision Math Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	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:
58%(42)	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	Students in the lowest 25% are not making adequate learning gains	Small group instruction Additional instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar	Classroom Teacher, Title Intervention or Resource Teacher	Progress Monitoring	FAIR SuccessMaker Storytown SuccessNet District Assessments Envision Math Assessments

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 #					
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (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 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:
Hispanic 63%(34) Black 52%(20)	Hispanic 78% Black 58%

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	Hispanic and Black students are not making satisfactory progress in reading. Hispanic students are not making satisfactory progress in math.	Small group instruction Intensive remediation in reading and math Follow Instructional Focus Calendar SES Tutoring	Classroom Teacher, Title Intervention or Resource Teacher	Progress Monitoring	FAIR SuccessMaker Storytown SuccessNet

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:
In grades 3-5, 56% of our ELL total population made AYP in reading.	In grades 3-5, 44% students in our ELL total population will make AYP in reading. Exceeded AMO Target

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	ELL students are making Annual Measurable Outcomes.	Small group instruction Additional reading instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar Supplemental Instruction using Open Book and Rosetta Stone programs	Classroom Teacher, Title Intervention or Resource Teacher, ESOL Liaison, ESOL Paraprofessional	Progress Monitoring	FAIR SuccessMaker Storytown CELLA

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:
In grades 3-5,43% of our SWD total population made AYP in reading.	In grades 3-5, 44% of our SWD total population will make AYP in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students are making Annual Measurable Outcomes.	Small group instruction Intensive remediation in reading and math Follow Instructional Focus Calendar SES Tutoring	Classroom Teacher, SWD Resource Teacher	Progress Monitoring	FAIR SuccessMaker Storytown SuccessNet

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:	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:
66%	69%

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	ED students are making Annual Measurable Outcomes.	Small group instruction Additional reading instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar	Classroom Teacher, Title Intervention or Resource Teacher	Progress Monitoring	FAIR SuccessMaker Storytown

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
Successmaker	K-5	Marla Myers (Pearson)	Grade Level Teachers	During PLC Time and Professional Day Training	Grade level meetings with Administrators	Administrators
Fusion Science- Informational Text	K-2	Brad Porinchak	Grade Level Teachers	October 5, 2012	Grade level meetings with Administrators	Administrators
Partners in Print	K-1	Mary Pedro	Parents	8 monthly sessions	End of Program Evaluations	Mary Pedro
Content Area Family Nights	K-5	Team Leaders	Teachers Parents Students	Quarterly sessions	End of Session Evaluations	Team Leaders
Instructional Focus Calendars	K-5	Brad Porinchak	Grade Level Teachers	October 5, 2012	Grade level meetings with Administrators	Administrators
PD Social Studies	3	Nina Schwartz	Grade Level Teachers	8/27/12-12/21/12	Curriculum Lesson plans Documents uploaded to SharePoint	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Readers	Guided Reading Sets	Title I	\$150.00
Government Materials	Books	Title I	\$448.00
3rd Grade Tutoring	Contracted Services	Title I	\$968.98
			Subtotal: \$1,566.98
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Raz Kids Online Learning	Reading skills practice	Title I	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Whisperer	Training Materials	Title I	\$184.00
Book Whisperer	Training Contracts	Title I	\$1,080.00
Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$4,000.00
			Subtotal: \$5,264.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,830.98

End of Reading 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:			2013 district goal		
2012 Current Percent of Students Proficient in listening/speaking:					
Kindergarten - 29% (7) Grade 1 - 75% (16) Grade 2 - 87% (15) Grade 3 - 20% (5) Grade 4 - 60% (5) Grade 5 - 75% (8)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent communication	Website updates 2 ESOL Family Nights Parent need surveys	Classroom teacher, ESOL Liaison, Administration	Phone records, ESOL Family Night attendance rosters, Parent Surveys	CELLA

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:			2013 district goal		
2012 Current Percent of Students Proficient in reading:					
Kindergarten - 0% Grade 1 - 56% (9) Grade 2 - 60% (9) Grade 3 - 0% Grade 4 - 60% (3) Grade 5 - 60% (4)					
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	Parent communication	Website updates 2 ESOL Family Nights Parent need surveys	Classroom teacher, ESOL Liaison, Administration	Phone records, ESOL Family Night attendance rosters, Parent Surveys	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:			2013 district goal		
2012 Current Percent of Students Proficient in writing:					
Kindergarten 0% Grade 1 - 63% (10) Grade 2 - 53% (8)					

Grade 3 - 20% (1)
 Grade 4 - 60% (3)
 Grade 5 - 50% (4)

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	Parent communication	Website updates 2 ESOL Family Nights Parent need surveys	Classroom teacher, ESOL Liaison, Administration	Phone records, ESOL Family Night attendance rosters, Parent Surveys	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

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 - 33%(157) Level 3,4,5 - 65%(309)	Level 3 - 37% Level 3,4,5 - 69%

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	Skill gap in transition to core standards	Small Group Remediation SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet District Assessments Envision Math Assessments
2	Lack of fluency with basic facts	Math Fluency Probes SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet SuccessMaker Math Fluency Probes
3	Lack of problem solving skills particularly in the area of Fractions for grades 3 and 5; Geometry & Measurement for grades 4 and 5; and Number Base 10 for grade 5	Direct instruction of problem solving skills, particularly with multiple-step problems SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet SuccessMaker District Assessment Envision Math Assessments
4	Parent Involvement	Content Area Family Nights Parent Resource Library Classroom	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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 when less than 70% of students 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:
22%	24%

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	Skill gap in transition to core standards	Small Group Remediation SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet District Assessments Envision Math Assessments
2	Lack of fluency with basic facts	Math Fluency Probes SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet Math Fluency Probes
3	Parent Involvement	Content Area Family Nights Parent Resource Library Classroom	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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 - 32%(152) Level 3,4,5 - 65%(309)	Level 4,5 - 34% Level 3,4,5 - 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	Skill gap in transition to core standards	Small Group Remediation SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet District Assessments Envision Math Assessments
	Parent Involvement	Content Area Family Nights	Teacher, Parent Involvement	Progress Monitoring	Parent Involvement

2		Parent Resource Library Classroom	Liaison		Committee FAIR SuccessMaker Storytown Envision Fusion
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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:

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 when less than 70% of students 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).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(11)	64%

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	Skill gap in transition to core standards	Small Group Remediation SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet District Assessments Envision Math Assessments
2	Lack of fluency with basic facts	Math Fluency Probes SuccessNet	Classroom Teacher	Progress Monitoring	SuccessNet Math Fluency Probes
3	Parent Involvement	Content Area Family Nights Parent Resource Library	Classroom Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (178)	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
	Students with Level 1 and Level 2 are not	Small group instruction	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker

1	making adequate learning gains	Additional reading/math instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar		Storytown SuccessMaker District Assessments Envision Math Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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	Students scoring within Levels 1-6 are not making adequate learning gains	Small group instruction Additional math instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar	Classroom Teacher	Progress Monitoring	SuccessMaker District Assessments Envision Math Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:
52% (38)	56%

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
	Students in the lowest 25% are not making adequate learning gains	Small group instruction Additional instruction Intervention stations for intensive remediation	Classroom Teacher, Title Intervention or Resource Teacher	Progress Monitoring	FAIR SuccessMaker Storytown SuccessNet District Assessments Envision Math

1		Follow Instructional Focus Calendar		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 # 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
	62	65	69	72	76	

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:
Hispanic 52%(30)	Hispanic 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	Hispanic and Black students are not making satisfactory progress in reading. Hispanic students are not making satisfactory progress in math.	Small group instruction Intensive remediation in reading and math Follow Instructional Focus Calendar SES Tutoring	Classroom Teacher, Title Intervention or Resource Teacher	Progress Monitoring	FAIR SuccessMaker Storytown SuccessNet

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:
In grades 3-5, 65% of ELL total population made AYP in	In grades 3-5, 53% of ELL total population will make AYP in

math.			math. Exceeded AMO Target		
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	ELL students are making Annual Measurable Outcomes.	Additional math instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar	Classroom Teacher, Title Intervention or Resource Teacher, ESOL Liaison, ESOL Paraprofessional	Progress Monitoring	SuccessNet District Assessments Envision Math Assessments

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

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:
In grades 3-5, 41% of SWD total population made AYP in math.	In grades 3-5, 48% of SWD total population will make AYP 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	SWD students are not making Annual Measurable Outcomes.	Small group instruction Intensive remediation in reading and math Follow Instructional Focus Calendar SES Tutoring	Classroom Teacher, SWD Resource Teacher	Progress Monitoring	SuccessNet District Assessments Envision Math Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in 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:
60%	60% Met AMO Target

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	ED students are not making Annual Measurable Outcomes.	Small group instruction Additional math instruction Intervention stations for intensive remediation Follow Instructional Focus Calendar	Intervention or Resource Teacher	Progress Monitoring	District Assessments Envision Math Assessments

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
Geometry/Measurement	Grades 3-5	Onsite and district personnel	Classroom Teachers	Training sessions throughout the 2012-13 school year	SuccessMaker SuccessNet	Administrators
Content Area Family Nights	K-5	Team Leaders	Teachers Parents Students	Quarterly sessions	End of Session Evaluations	Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
3rd Grade Tutoring	Contracted Services	Title I	\$968.98
			Subtotal: \$968.98
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Testmaker Pro	Progress Monitoring Software	Title I	\$1,995.00
			Subtotal: \$1,995.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Common Core Team	Create lesson plans using the county IFCs for each grade and subject area	Title I and School Improvement Funds	\$4,024.00
Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$2,000.00
			Subtotal: \$6,024.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,987.98

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 - 43% (72) Level 3,4,5 - 61% (103)	Level 3 - 47% Level 3,4,5 - 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	Lack of rudimentary knowledge in science	Science Leveled Readers Safari Live Science Rotations Instructional Focus Calendar	Classroom Teacher	Progress Monitoring	Florida Achieves/Focus Harcourt Assessments
2	Lack of inquiry skills	Science Leveled Readers Science Lab Safari Live Science Rotations Instructional Focus Calendar	Classroom Teacher, Science Lab Teacher	Progress Monitoring Science Fair Projects	Florida Achieves/Focus Harcourt Assessments
3	Lack of science vocabulary	Direct instruction of content vocabulary and materials	Classroom Teacher	Progress Monitoring	Florida Achieves/Focus Harcourt Assessments
4	Lack of comprehending informational text Target grade 5	Direct instruction in informational text: Integrate reading with Science and Social Studies Utilize and identify attributes of informational text (Charts, Graphs, Subtitles) Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion FCAT
	Parent Involvement	Content Area Family	Teacher, Parent	Progress Monitoring	Parent

5		Nights Parent Resource Library Classroom	Involvement Liaison		Involvement Committee FAIR SuccessMaker Storytown Envision Fusion
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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:

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 when less than 70% of students 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).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28%	30%

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 rudimentary knowledge in science	Science Leveled Readers Safari Live Science Rotations Instructional Focus Calendar	Classroom Teacher	Progress Monitoring	Florida Achieves/Focus Harcourt Assessments
2	Lack of inquiry skills	Science Leveled Readers Science Lab Safari Live Science Rotations Instructional Focus Calendar	Classroom Teacher, Science Lab Teacher	Progress Monitoring	Florida Achieves/Focus Harcourt Assessments
3	Lack of science vocabulary	Intensive direct instruction of content vocabulary and materials	Classroom Teacher	Progress Monitoring	Florida Achieves/Focus Harcourt Assessments
4	Lack of comprehending informational text Target grade 5	Intensive direct instruction in informational text: Integrate reading with Science and Social Studies Utilize and identify attributes of informational text (Charts, Graphs, Subtitles) Before and After-School Tutoring	Classroom Teacher	Progress Monitoring	FAIR SuccessMaker Storytown Fusion
	Parent Involvement	Content Area Family Nights	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee

5		Parent Resource Library Classroom			FAIR SuccessMaker Storytown Envision Fusion
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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:

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 - 18% (31) Level 3,4,5 - 61% (103)	Level 4,5 - 22% Level 3,4,5 - 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	Lack of inquiry skills	Science Leveled Readers Science Lab Safari Live Science Rotations Instructional Focus Calendar	Classroom Teacher, Science Lab Teacher	Progress Monitoring Science Fair Projects	Florida Achieves/Focus Harcourt Assessments
2	Parent Involvement	Content Area Family Nights Parent Resource Library Classroom	Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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:	By the year 2013, there will be a minimum of a two percentage point increase when less than 70% of students 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:
72%	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	Lack of inquiry skills	Science Levelled Readers Science Lab Safari Live Science Rotations Instructional Focus Calendar	Classroom Teacher, Science Lab Teacher	Progress Monitoring	Florida Achieves/Focus Harcourt Assessments
2	Parent Involvement	Content Area Family Nights Parent Resource Library	Classroom Teacher, Parent Involvement Liaison	Progress Monitoring	Parent Involvement Committee FAIR SuccessMaker Storytown Envision Fusion

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
Fusion Science-Informational Text	K-2	Brad Porinchak	Grade Level Teachers	October 5, 2012	Grade level meetings with Administrators	Administrators
Content Area Family Nights	K-5	Team Leaders	Teachers Parents Students	Quarterly sessions	End of Session Evaluations	Team Leaders

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
Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$800.00
			Subtotal: \$800.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

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%(122)	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	Student time management	Timed practice	Classroom Teacher	Progress monitoring	Writing Prompts
2	Lack of Reading Application Skills	Direct Instruction in Reading Application	Classroom Teacher	Progress monitoring	Writing Prompts
3	Lack of consistency in using the essay frame for writing	Review and reteach the effective elements of writing	Classroom Teacher	Progress monitoring	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:
31%(45)	35%

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	Student time management	Timed practice	Classroom Teacher	Progress monitoring	Writing Prompts
2	Lack of Reading Application Skills	Intensive direct Instruction in Reading Application	Classroom Teacher	Progress monitoring	Writing Prompts
3	Lack of consistency in using the essay frame for writing	Review and reteach the effective elements of writing	Classroom Teacher	Progress monitoring	Writing Prompts

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
Content Area Family Nights	K-5	Team Leaders	Teachers Parents Students	Quarterly sessions	End of Session Evaluations	Team Leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Dictionaries	Dictionary of Idioms and Thesaurus	Title I	\$2,771.00
			Subtotal: \$2,771.00
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
Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$800.00
			Subtotal: \$800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,571.00

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:

<p>1. Attendance</p> <p>Attendance Goal # 1:</p>	<p>ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p>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</p> <p>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.</p>
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.7% (939/992)	96.7%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
147	127

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	Motivation	Home Visits Positive Behavior Support (PBS) Connect Ed Messages Guidance Group	Social Worker Classroom Teacher Registrar Guidance Counselor	Attendance reports	CrossPointe attendance program

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
4	4

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
29	29
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	12

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 social skills	PBS Expectation Lessons Social Skills Classes Daily Behavior Point Sheets Guidance Lessons Community of Caring Lessons	Classroom Teacher Behavior Specialist Behavior Specialist Guidance Counselor Community of Caring Committee	Reduced number of referrals	AS400 Discipline Report

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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In grades K-5, 91% of families will attend at least one school function: Family Learning Nights, ESOL Nights, ESE Nights. All of these events are described in our Lamarque Elementary School Parent Involvement Plan.</p>
<p>2012 Current Level of Parent Involvement:</p> <p>In grades K-5, 89% of families attended at least one school function.</p>	<p>2013 Expected Level of Parent Involvement:</p> <p>In grades K-5, 91% of families will attend at least one school function.</p>

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	Schedule events at different times of the day and different days of the week.	Parent Involvement Liaison	Sign in sheets Surveys	Surveys
2	Language	Connect Ed messages sent in home language translated invitations and correspondence Interpreter at events	Administration ESOL Liaison Interpreters	Sign in sheets Surveys	Surveys
3	Scheduling conflicts	Schedule events at different times of the day and different days of the week.	Parent Involvement Liaison	Sign in sheets Surveys	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
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	Scholastic Readers	Guided Reading Sets	Title I	\$150.00
Reading	Government Materials	Books	Title I	\$448.00
Reading	3rd Grade Tutoring	Contracted Services	Title I	\$968.98
Mathematics	3rd Grade Tutoring	Contracted Services	Title I	\$968.98
Writing	Scholastic Dictionaries	Dictionary of Idioms and Thesaurus	Title I	\$2,771.00
				Subtotal: \$5,306.96
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Raz Kids Online Learning	Reading skills practice	Title I	\$4,000.00
Mathematics	Testmaker Pro	Progress Monitoring Software	Title I	\$1,995.00
				Subtotal: \$5,995.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Whisperer	Training Materials	Title I	\$184.00
Reading	Book Whisperer	Training Contracts	Title I	\$1,080.00
Reading	Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$4,000.00
Mathematics	PD Common Core Team	Create lesson plans using the county IFCs for each grade and subject area	Title I and School Improvement Funds	\$4,024.00
Mathematics	Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$2,000.00
Science	Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$800.00
Writing	Content Area Family Nights	Parent Information Packets, Make and Take materials, Translators, Parent Resource Library materials	Title I and School Improvement Dollars	\$800.00
				Subtotal: \$12,888.00
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: \$24,189.96

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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 10/8/2012)

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
Noted in the Professional Development section under the heading of School Improvement Dollars	\$0.00

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

We seek parental participation and input from our School Advisory Council (SAC). The SAC is composed of community and business partners, parents and staff members and is responsible for the development, evaluation and funding review of our school programs. The SAC meetings are advertised and are open to all parents. We also encourage parental feedback through surveys and our school website. SAC members meet monthly to review student achievement and intervention progression data. They also meet quarterly to review student achievement data and make updates to the School Improvement Plan (SIP). The SAC members will monitor the SIP implementation throughout the 2012-2013 school year.

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

Sarasota School District LAMARQUE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	76%	83%	58%	302	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	65%	48%			113	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?	55% (YES)	38% (NO)			93	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					508	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sarasota School District LAMARQUE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	81%	80%	63%	309	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	54%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	59% (YES)			113	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					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested