

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SHADEVILLE ELEMENTARY SCHOOL

District Name: Wakulla

Principal: Mrs. Susan Brazier

SAC Chair: Mrs. Jennifer Redfern

Superintendent: Mr. David Miller

Date of School Board Approval: November 19, 2012

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Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 school grade: A High Standards: reading: 68% math: 63% writing: 72%/ Learning gains: reading: 69% math: 76%/ Lowest quartile: reading: 74% math: 68%/ 2010-2011 school grade: A High Standards: reading: 88% math: 80% writing: 72%/ Learning gains: reading: 76% math: 67%/ Lowest quartile: reading: 71% math: 63%/ 2009 - 2010 school grade: A High Standards: reading: 89% math: 90%/ Learning gains: reading: 72% math: 66% / Lowest quartile reading: 74% math: 80% 2008 - 2009 school grade: A High Standards: reading: 93% math: 89%/ Learning gains: reading: 70% math: 69% / Lowest quartile reading: 68% math: 84% 2007 - 2008 school grade: B High Standards: reading: 85%

Principal	Susan Brazier	BS/Elementary BS/Early Childhood MS/Educational Leadership and Principal Certification	29	8	<p>math: 80%/ Learning gains: reading: 63% math: 60%/ Lowest quartile reading: 52% math: 58% 2006 - 2007 school grade: A High Standards: reading: 87% math: 82%/ Learning gains: reading: 75% math: 62%/ Lowest quartile reading: 54% math: 62% 2005 - 2006 school grade: B High Standards: reading: 89% math: 83%/ Learning gains: reading: 63% math: 62%/ Learning gains: reading: 44% math/not calculated at this time 2004 - 2005 school grade: A High Standards: reading: 91% math: 92%/ Learning gains: reading: 67% math: 75%/ Lowest quartile: reading: 53% math/ not calculated at this time</p> <p>AYP 2010 - 2011: No AYP 2009 - 2010: Yes AYP 2008 - 2009: No AYP 2007 - 2008: Yes AYP 2006 - 2007: No AYP 2005 - 2006: Yes AYP 2004 - 2005: Yes</p>
Assis Principal	DeeAnn Hughes	BS/Elementary Ed MS/Educational Leadership and Principal Certification	22	7	<p>2011-2012 school grade: A High Standards: reading: 68% math: 63% writing: 72% Learning gains: reading: 69% math: 76% Lowest quartile: reading: 74% math: 68% 2010-2011 school grade: A High Standards: reading: 88% math: 80% writing: 72%/ Learning gains: reading: 76% math: 67%/ Lowest quartile: reading: 71% math: 63%/ 2009 - 2010 school grade: A High Standards: reading: 89% math: 90%/ Learning gains: reading: 72% math: 66% / Lowest quartile reading: 74% math: 80% 2008 - 2009 school grade: A High Standards: reading: 93% math: 89%/ Learning gains: reading: 70% math: 69% / Lowest quartile reading: 68% math: 84% 2007 - 2008 school grade: B High Standards: reading: 85% math: 80%/ Learning gains: reading: 63% math: 60%/ Lowest quartile reading: 52% math: 58% 2006 - 2007 school grade: A High Standards: reading: 87% math: 82%/ Learning gains: reading: 75% math: 62%/ Lowest quartile reading: 54% math: 62% 2005 - 2006 school grade: B High Standards: reading: 89% math: 83%/ Learning gains: reading: 63% math: 62%/ Learning gains: reading: 44% math/not calculated at this time AYP 2010 - 2011: No AYP 2009 - 2010: Yes AYP 2008 - 2009: No AYP 2007 - 2008: Yes AYP 2006 - 2007: No AYP 2005 - 2006: Yes</p>

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)
Reading	Amy Seidler	BS/Elementary Education Reading Endorsement K-12	16		2011-2012 School grade: A High Standards: reading: 68% math: 63% writing: 72%/ Learning Gains: reading: 69% math: 76% Lowest Quartile: reading: 74% math: 68%

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	Collegial Culture Monthly Team Meetings: DATA review, planning, RtI: TIER I & II strategy planning Team Leader Meetings Sunshine Sponsored Events Technology School Based Team Mentors	School Level Administrators Grade Level Team Leaders Sunshine Committee Chairman Technology Chairman	On-going	
2	Team Teaching Model	Susan Brazier	On-going	
3	Staff Development	Susan Brazier DeeAnn Hughes Beth Mims Jeana Millender Classroom and Special Area Teachers	On-going	
4	Professional Learning Communities	Susan Brazier Amy Seidler DeeAnn Hughes Beth Mims	On-going	
5	Mentors for New Teachers	Karen Wells Susan Brazier	On-going	
6	Lesson Study	Susan Brazier Beth Mims Amy Seidler DeeAnn Hughes SES First Grade Team of Teachers	On-going	
7	Time provided upon request for teachers to visits classrooms and observe colleagues modeling lessons or teaching strategies for one another.	Susan Brazier	On-going	
8	ESE Support Personnel Daily reading and math remediation for grades 2-5	Jennifer Redfern Susan Brazier DeeAnn Hughes	On-going	
9	Reading Coach: 2 days a week to support teachers with reading strategies in all grade levels	Amy Seidler	On-going	
10	Encourage teachers to become clinical education trained teachers and apply for an intern from Flagler, Florida State University or Florida Agricultural/Mechanical University.	Principal - Susan Brazier Assistant Principal- DeeAnn Hughes District Coordinator - Beth Mims	On-going	
11	Professional Development opportunities provided based on individual teacher needs and identified in their IPLP.	Teacher Principal - Susan Brazier	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
0	Mentors Professional Development Opportunities Reading Coach Lesson Study Additional Classroom Walk Through / Observations

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
45	6.7%(3)	20.0%(9)	31.1%(14)	40.0%(18)	13.3%(6)	100.0%(45)	17.8%(8)	6.7%(3)	75.6%(34)

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
Rhonda Traweek	Meagan Thurmond	Similar grade level assignment and similar teaching experience, standards, and classroom management expectations.	Provided through the district office / Karen Wells - Human Resources
Jennifer Brooks (CES Art Teacher)	Elena Myhre	Similar position within the district (art) and expectations within the classroom such as standards and management techniques.	Provided through the district office / Karen Wells - Human Resources
Brooke Ott (CES Speech and Language Therapist)	Jennifer Duggar	Similar position within the district (Speech/Language) and expectations within the classroom such as standards and management techniques.	Provided through the district office / Karen Wells - HR

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

At Shadeville Elementary School, Federal Title I funds provide additional classroom materials, equipment, and educational technology. The funds also provide for staff development, remediation opportunities for targeted students, and parent involvement activities.

Shadeville's 3rd, 4th, and 5th grade students who are in danger of scoring in the lowest quartile on the FCAT are identified through the use of previous FCAT test scores, Renaissance Learning STAR assessments in reading and math, FAIR assessments, and classroom observations. These students are offered an eight week remediation class for 60 minutes per week after school in reading, math, or writing by highly qualified teachers. This program is funded using SAI funds.

During the 2012-13 school year targeted students in kindergarten through third grade will also receive assistance in reading comprehension for 30 minutes a day / four days a week provided by personnel at FCRR.

Shadeville's 5th grade students participate in a nine week drug awareness and violence prevention program [S.A.V.E.] in coordination with one of the district's School Resource Officers. Students have a 35 minute class once a week for the nine week period. Students must pass a written exam and produce an essay to be eligible for graduation from the program.

Title I, Part C- Migrant

The Panhandle Area Education Consortium [PAEC] coordinates services for migrant students through the WCS Student Services Department. Currently Shadeville Elementary does not have any migrant students at our school.

Title I, Part D

The district does not receive Title I, Part D funds.

Title II

Title II, Part A funds are used for an Elementary Reading Intervention Coach and professional development for teachers from all schools based on needs determined by analyzing assessment data and individual teacher's professional development plans [IPDP]. Title II, Part D funds provide staff development for teachers on best practices: Incorporating educational technology into classroom instruction based on class and individual student's academic need.

Title III

The district does not receive Title III funds. However, services for English Language Learners are provided by our district's Student Services Department.

Title X- Homeless

The district's Student Services Department will assist in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction (SAI)

Shadeville's Supplemental Academic Instruction [SAI] funding will be allocated in the following manner: Targeted 3rd, 4th, and 5th grade students will participate in afterschool remediation for approximately eight weeks in one hour sessions. Targeted students will be those students who show a need for additional assistance in reading, math, and/or writing based on classroom performance, FAIR assessments, Renaissance Learning STAR reading and math assessments, as well as students who scored a level 1 or 2 on the reading, math, or writing portion of the 2011-2012 FCAT. SAI funds will be used to pay for employees salaries and materials to be used in the after school program.

Violence Prevention Programs

Shadeville offers fifth grade students the opportunity to participate in the S.A.V.E. program sponsored by the Wakulla County School District in partnership with the Wakulla County Sheriff's Department. Shadeville has access to a School Resource Officer, who is based at Riversprings Middle School, through the Safe Schools grant. Shadeville will continue the Positive Behavior System which was implemented in the 2007-2008 school year. The PBS program provides students and staff with the "Warriors Expectations" as school-wide guidelines, as well as weekly incentives (Golden Arrows) that encourage students make good choices. Additionally each nine weeks students who earn an "E" in both citizenship and work habits will be

rewarded with an assembly and prizes. The guidance program offers lessons in Character Education through the "Character First" program. The school celebrates a character trait monthly via: daily news program, parent newsletter, classroom guidance, and homeroom class lessons.

Nutrition Programs

Shadeville's kindergarten and first grade students were offered a nutrition program through a grant from the Wakulla County Extension Office and The University of Florida. Students in kindergarten through fifth grade are offered a comprehensive physical education program provided by our school's PE instructors in combination with Capital Health Plan's "Champions" program.

Housing Programs

N/A

Head Start

In an effort to create a smooth transition our upcoming kindergarten students served at the WCS Pre-K program through Head Start visit Shadeville's kindergarten for a morning of activities each spring.

Adult Education

N/A

Career and Technical Education

Shadeville offers Community Based Instruction [CBI] through the Apple Basket Diner program. Students in our 3rd through 5th grade VE/EBD classes operate the diner. The students plan the menu, shop for the food items, prepare and then serve the faculty and staff of our school. The students are responsible for greeting patrons, collecting the money and making any necessary change, as well as clean up after the diner closes for the day.

Students also participate in the Project Learning Tree program which educates students about careers in the field of environmental science through guest speakers.

Shadeville's classroom guidance program also addresses career education as a part of the yearly curriculum offered to students in grades kindergarten through fifth.

Classroom teachers and the media specialist give students the opportunity to use educational technology for presentations and our school's guidance counselor instructs students in grades kindergarten through fourth grade about cyber-safety.

Shadeville's fifth grade students receive cyber-safety instruction provided by the districts technology personnel.

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.

DeeAnn Hughes: Assistant Principal / LEA
Linda Simurra: Guidance/Recorder
Mary Fort: Staffing Specialist
Amy Seidler: Reading Coach
Florida State University Psychology Intern
Highly Qualified 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?

Shadeville's teachers may request an IST/MTSS/RtI Leadership Team meeting through the school's guidance office. The school based IST/MTSS/RtI Leadership Team meets weekly to discuss and make recommendations on student progress, as well as educational academic/behavioral strategies to be implemented. The length of meetings may vary according to individual teacher and student needs. The IST/MTSS/RtI Leadership Team and classroom teacher determine if additional meetings or additional personnel are needed to monitor progress. These meetings are also scheduled through the guidance office. During grade level meetings teachers discuss students, collect and review data, create student watch lists and recommend strategies prior to the first formal MTSS/RtI meeting.

Teachers keep of notebook/folder of information gathered throughout the year on each child discussed, interventions and the

folder is then given to the child's next year teacher so that effective - ineffective strategies can be shared and no time lost.

DeeAnn Hughes: LEA
Linda Simurra: Guidance/Recorder
Mary Fort: Staffing Specialist
Amy Seidler: Reading Coach
FSU Psychology Intern: TBA
Classroom Teachers

Grade level meetings are held to review student data and to discuss student's needs and possible research based strategies to be used with students identified as Tier 2 and/or 3. On occasion, Art, Music, Physical Education instructors may meet with the grade level teams to share perspective and to discuss possible strategies needed and implementation.

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

Select members of The MTSS/RtI Leadership Team attend the School Advisory Council meetings and provides input during the development and implementation of Shadeville's School Improvement Plan. The IST/MTSS/RtI Leadership Team uses the objectives and strategies as broad guidelines when discussing and making recommendations for individual student success.

During the MTSS/RtI process, strategies that are identified often become strategies implemented under goals in the School Improvement Plan. The School Improvement Plan provides us with a means to be accountable for the implementation and tracking success of selected strategies school wide. The school principal and the school improvement chairman are accountable for the over site of the strategies and for keeping the data to determine success of the strategies toward meeting the school's goals.

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.

Data sources used include: Florida Assessment For Instruction in Reading [FAIR], FCAT grades 3rd-5th, Florida Writes grade 4, FLKRS [kindergarten], Renaissance Learning STAR assessments in reading and math, end of unit tests in all academic areas, Discipline Data, and Alternative Assessments.

Florida Assessments for Instruction in Reading [FAIR] will be administered three times during the year to all students kindergarten through fifth grade. Students in grades K-5 will take the Broad Screen and Broad Diagnostic Inventory, with targeted students being assessed using the Targeted Diagnostic Inventory. All data is entered into the PMRN (Progress Monitoring Reporting Network) by our school's Reading Coach and Assistant Principal. Disaggregated data reports are then available through the PMRN, Performance Matters, and FOCUS to administrators, teachers, and coaches to use in planning for instruction. STAR Reading and Math assessments are administered at least three times a year to all Tiers grades 1-5. Ongoing progress monitoring is utilized for Tiers II and III between the assessment windows.

Describe the plan to train staff on MTSS.

The school-based MTSS/RtI Leadership Team (under the direction of Mrs. Hughes / Assistant Principal) will continue to work with the school faculty to orient new teachers and support returning faculty. A current teacher packet has been created and shared with all teachers. The plan is also available to all teachers on the district website. Ongoing training will occur throughout the school year as needed. In addition, the school level Intervention Support Team will serve as a training forum for teachers who are working with Tier II and Tier III students. During the first few months of school Mrs. Mims will review with the faculty the RtI and progress monitoring materials.

Describe the plan to support MTSS.

Monthly DATA Team Meetings: Create classroom "Watch -Lists", discuss intervention strategies, and monitor the progress of students in each Tier level throughout the year.

The Reading Coach and ESE Support Personnel meet with classroom teachers to share information and strategies about students who were already identified as Tier II or III.

Prior to MTSS/RtI meetings the classroom teacher will meet with the child's parent or guardian to discuss strengths, weaknesses, and intervention plan.

When needed the classroom teacher signs up in the guidance office for MTSS/RtI meeting to discuss students not making progress within the Tiers.

Manage MTSS/RtI calendar to make sure needed follow up meetings occur in a timely manner.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Susan Brazier
Reading Coach: Amy Seidler
Faculty: Autumn Smith
Beth Cooper
Jeana Millender
Jennifer Redfern
Theresa Hernandez
Linda Davis
Media Specialist: Susan Jamison

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

The function of the Literacy Team is to identify school wide literacy needs based on student assessment data, School Improvement Plan, and Individual Professional Learning Plans of faculty. The team develops strategies to meet identified student and teacher needs, as well as oversees the implementation of strategies.

Principal: Susan Brazier, Administrator
Reading Coach: Amy Seidler, Recorder
Faculty: Autumn Smith
Beth Cooper
Jeana Millender
Jennifer Redfern
Theresa Hernandez
Linda Davis
Media Specialist: Susan Jamison

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

Initiatives will be based on school needs that were identified during the first several meetings of the year. The selected initiatives for 2012-2013 include:

To encourage teachers to teach reading across the curriculum areas incorporating complex text, especially in science and social studies.

To encourage daily classroom read aloud for vocabulary development and modeling of reading fluency, as well as higher order thinking skills using current and classic literature.

To encourage teachers to participate in the literacy: Professional Learning Community by reading, discussing, and implementing "The Daily 5".

To encourage reading proficiency, grade level teams select a rigorous, yet appropriate reading goal for students to achieve throughout the school year. Students meeting the goal receive a Shadeville reading t-shirt.

To encourage teachers to incorporate higher level question stems, writing responses to reading, and formulating text based answers.

Implementation of grade level appropriate Common Core reading standards and strategies in all grade levels.

Public School Choice

Supplemental Educational Services (SES) Notification

*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.

Each spring local pre-school children are invited to visit Shadeville's kindergarten classrooms for a morning of excitement and participation in kindergarten activities. Children are introduced to behaviors, routines, and skills that will be expected of kindergarten students. Shadeville's kindergarten teachers visit the Wakulla Education Center's pre-school annually to gain information pertaining to individual student and to meet with the teachers and students. Our ESE teachers meet with the Wakulla Education Center's teachers each spring to develop the Individual Education Plans of incoming kindergarten students in an effort to meet the children's needs in providing an appropriate education.

*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:	At least 77% of students, who are in attendance for both FTE calculations will show proficiency (levels 3-5) on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(89)	30% (93)

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	Adequate time and materials for students to read across the curriculum for comprehension, vocabulary development, and experiences with complex/ informational text.	Purchase suggested - supplemental reading materials at all grade levels that support the WCS curriculum and grade level standards, as well as provide opportunities with complex informational text..	Susan Brazier Jennifer Redfern DeeAnn Hughes	Classroom Walk - Through Teacher interviews	FCAT Discovery Education Assessment STAR Reading
2	The limited number of instructional hours in a school day compared to amount of required and needed instruction.	Continue 90 minute uninterrupted reading block at all grade levels.	Classroom teachers and School Level Administrators	Classroom Walk Throughs and formal observations by school administrators.	FAIR FCAT STAR Reading Assessments Alternative Assessments
3	The limited number of instructional hours in a school day compared to amount of required and needed instruction.	All classrooms will allow time for daily read aloud with discussion, interactive grade appropriate word walls, and based standard literacy centers.	School Level Administrators	Classroom Walk Throughs and formal observations by school administrators.	FAIR FCAT STAR Reading Assessments Alternative Assessments
4	The limited number of instructional hours in a school day compared to amount of required and needed instruction.	All reading teachers will provide data based differentiated reading skills instruction based on grade level standards throughout the year.	School Level Administrators	Classroom Walk Throughs and formal observations by school administrators.	FAIR FCAT STAR Reading Assessments Alternative Assessments
5	The limited number of instructional hours in a school day compared to amount of required and needed instruction.	Provide additional skills practice in computer lab for targeted students before school.	Guidance Counselor Reading Coach	Maintain or increase of FCAT reading scores.	FCAT FAIR STAR Reading Assessment

6	The limited number of hours for teachers to research, plan, and implement reading strategies.	Provide teachers with additional grade level planning through scheduled monthly team planning session which encourage teams to utilize the district reading plan and state and federal standards outlined in curriculum information.	School Level Administrators	Maintain or increase student achievement on annual assessments of reading.	FCAT Star Reading Assessment Alternative Assessments
7	Adequate time for students to read throughout the school day and at home.	Grade level teachers will select a developmentally grade appropriate student reading goal to be attained by year's end in order to motivate student to read for increased vocabulary development, fluency, comprehension and accuracy.	Classroom Teachers	Number of students reaching goal per grade level	FCAT
8	Adequate time during the day to meet the needs of students who are working below grade level or are not achieving the grade level standards.	FCRR will provide additional instruction in reading comprehension for targeted students 4days a week for 30 minutes a day - outside the 90 minute reading block.	School Level Administrators and FCRR personnel	Data provided to teachers and administrators on student achievement through FCRR	FCAT FAIR STAR Assessment in reading
9	Time for teachers to participate in meaningful professional development in reading instruction	A Shadeville literacy group will meet weekly with the Reading Coach to read and discuss the strategies and the implementation of strategies outlined in "The Daily 5" into their classroom practices.	Reading Coach	Classroom Walk Through by Administrators and Reading Coach	FCAT FAIR STAR Assessment in reading
10	Time for teachers to participate in meaningful professional development.	Kindergarten through second grade teachers will participate in on-going professional development to enhance their understanding of the Common Core Standards and the materials that provide support.	School Level and District Level Administrators (Mrs. Mims) Dr. Oropallo	Classroom Walk Through and Professional Development attendance.	STAR Assessment in reading FAIR
11	Students inadequate knowledge and usage of phonemic awareness and decoding skills.	Fourth grade students will be provided with opportunities to learn strategies for phonemic awareness and decoding through the use of the "Rewards" reading program.	4th grade classroom teachers ESE support personnel Reading Coach	Ongoing progress monitoring of students using the program.	FCAT FAIR STAR Assessment in reading
12	Students lack of organizational and studies skills at the 5th grade level.	Fifth grade students will be provided with opportunities to learn organizational and study skills through the implementation of AVID strategies.	5th grade classroom teachers ESE support personnel	Ongoing progress monitoring of students using the program.	FCAT Classroom grades
13	Lack of student motivation to read outside the school day.	1. Students will participate in the Accelerated Reader Program and the point they earn will be used to shop in the AR store each semester, as well as students may visit the Principal's Treasure Chest for a reward when they reach their AR goal each	Classroom Teachers	The Accelerated Reader program will track the number of points, words read, and percent correct for each student. Classroom teachers will track the number of students that earn a Book-It pizza slip each 9 weeks.	FCAT AR reports

		9 weeks. 2. Students will participate in the Pizza Hut Book-It program.			
14	Students lack of experience reading complex text, answering higher level questions from the text, and writing in response to reading across the curriculum.	Purchase additional materials for teaching reading across the curriculum such as: a) Tradebooks for students in kindergarten and first grade, b) Florida Social Studies Weekly, and c) Time for Kids	School level Administrators	Classroom Walk - Through Lesson Plans	FCAT Discovery Education Assessment

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:	Of the three students taking alternative assessment, 2 of the 3 will score at or above levels 4, 5, and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	66% (2)

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	Adequate time and materials for students to have adequate opportunities to read complex / informational text that support vocabulary development and comprehension of reading materials on the students level.	Purchase additional reading materials across the curriculum for students that will take the FL Alternate Assessment.	Susan Brazier DeeAnn Hughes	Students show growth in vocabulary development and reading comprehension through continuous progress monitoring of IEP skills for each child taking the FL Alternate Assessment.	STAR Reading FL Alternate Assessment
2	Inadequate materials for students learning on many multi-levels in reading	Research and purchase materials for meeting the needs of the lower level students in reading.	Classroom teachers Susan Braizer	On going progress monitoring of student achievement	Florida Alternative Assessment
3	Lack of motivation to read outside the school day.	1. The Accelerated Reader program will be implemented and students will be able to go to the AR store and spend their earned points at the end of each semester. 2. Students will participate in the Pizza Hut Book-It program.	Classroom teachers	Students have points to spend in the AR store and show growth on the STAR assessment in reading.	STAR assessment in reading Alternate Assessment

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:	At least 50% of students in attendance for both FTE periods will achieve above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (124)			50% (155)		
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	Adequate materials and opportunities for students to read complex / informational text for comprehension and vocabulary development.	Purchase additional reading materials across the curriculum such as: Time for Kids and trade books that support grade level science and social studies curriculum. Incorporate science and social studies reading opportunities into the 90 minute reading block for vocabulary, comprehension, and reference skills.	Susan Brazier DeeAnn Hughes	Students will show growth in the areas of vocabulary, comprehension, and reference skills when being assessed throughout the school year. Students' grades will show improvement each 9 weeks in the areas targeted.	Discovery Education FCAT STAR Reading
2	Having enough gifted endorsed teachers at each grade level to meet the needs of the school.	Provide gifted clustering to enhance student learning.	School Level Administrator	Create and review Education Plan for Gifted Students.	Student Progress Reports and end of year report of each gifted student's Education Plan. FCAT data
3	Lack of teacher training in use of Bloom's Taxonomy	Teachers will use Bloom's Taxonomy to incorporate higher level questioning and critical thinking.	School Level Administrator	Classroom Walk Throughs and formal observations An increase of students scoring a level 4 or 5 on FCAT reading	FCAT FAIR STAR reading assessments
4	A lack of time for teacher training	Classroom teachers will incorporate differentiated activities such as those found in "The Daily 5". Teachers of high level reading students will participate in professional development through the Shadeville literacy meetings to discuss the "The Daily 5" and implementation of strategies outlined in the book.	School Level Administrators Reading Coach	Lesson Plans Classroom observation	FCAT STAR reading assessment
5	Lack of adequate resources	Students will read from a variety of literature and across the curriculum for information and pleasure, Instructional magazines and additional book sets will be provided for classroom instruction.	School Level Administrators	An increase in the number of students scoring a level 4 or 5 on FCAT and/ or reading above grade level or making more than a year's growth as measured by STAR reading	FCAT STAR reading assessment
6	Lack of organizational and study skills at the 5th grade level.	Students will learn strategies for better organization and study habits through implementation of AVID strategies in fifth grade.	School Level Administrators	Classroom observations Teacher input	FCAT Classroom grades
	Lack of motivation for students to read on or above their reading level on a daily basis.	Continue implementation of school wide Accelerated Reader program at all grade levels. Students will be rewarded through an	School Level Administrators	An increase in the number of students scoring a level 4 or 5 on FCAT and/ or reading above grade level or making more than a	FCAT STAR reading assessment Accelerated Reader Reports

7	Accelerated Reader store, reading t-shirts, nine week reading ribbons and classroom rewards.	year's growth as measured by STAR Reading. An increase in the number of points earned, t-shirts handed out, and ribbons awarded.
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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 reading. Reading Goal #2b:	33% of the 3 students will score at or above a level 7 on the Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	33% (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
1	Students need additional time and exposure to informational text and real world science.	Additional supplemental science materials both informational text and for hands-on experiences will be purchased. Students will participate in at least weekly activities/ informational text/ discussions to enriched science vocabulary and meaningful real world experiences.	Susan Brazier DeeAnn Hughes	Students will show growth on the reading and science sections of the FL Alternate Assessment.	FL Alternate Assessment
2	Inadequate Materials to meet the needs of the student.	Research and purchase needed materials.	Classroom teacher Susan Brazier	Student will maintain a performance level of 9	Alternate Assessment

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:	For the 2012-2013 school year 75% of students who are in attendance for both FTE counts will make a year's growth in reading as measured by FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (155)	75% (157)

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
	Lack of an enriched vocabulary for use in	Teachers will provide extensive cross-curricular	Classroom Teachers	Students will show proficiency in vocabulary	FCAT

1	reading, speaking and writing throughout the curriculum.	lessons at all grade levels, interactive word walls will be developed in each classroom, teacher selected daily read aloud and vocabulary discussions will be implemented, and the opportunity to use newly gained vocabulary in reading, speaking and writing across the curriculum in classrooms will be enhanced. Fewer worksheets will be used for instruction and more authentic experiences will be implemented at all grade levels.	School Level Administrators	subtests on FCAT and Discovery Education Assessment, as well as in writing and classroom assignments.	Discovery Education Assessment
2	Budget constraints and insuring instructional fidelity	Continue 90 minute uninterrupted reading block at all grade levels.	Classroom teachers School Level Administrators	Progress monitoring for all Tiers throughout the year.	FCAT
3	The Reading Coach is only at SES for 2 days per week to assist teachers.	The Reading Coach will continue to assist in RtI and Lesson Study training, Literacy Leadership committee guidance, classroom observations to assist teachers in planning for students, and diagnostic testing.	Reading Coach School Administrators	Progress monitoring for all the Tiers throughout the year.	FCAT FAIR STAR Reading Assessment
4	Training of all classroom teachers in differentiated instruction techniques.	All reading teachers will provide differentiated skills instruction throughout the year.	Classroom teachers School Administrators	Lesson plans Classroom observations	FCAT FLKRS FAIR
5	Budget constraints and insuring instructional fidelity of programs used in the remediation camps, as well as providing high quality educators to teach afterschool classes.	Provide remediation during Camp Learn-A-Lot for grades 3-5.	School Administrators Camp teachers	Learning gains of targeted students on FCAT	FCAT
6	Seeking out highly qualified teachers and para-professionals to fill all positions	All teacher and para-professional vacancies will be filled by individuals who meet the highly qualified requirements	School Administrators	Follow Title I protocol	NCLB HQ Teacher Certification through PAEC and state approved para-professional ETS exam results
7	All instructors are highly qualified at SES.	Principals will provide technical assistance to teachers meeting highly qualified status via Housse rules.	School Administrators	Follow Title I protocol	NCLB HQ Teacher Certification through PAEC
8	Seeking out highly qualified teachers and para-professionals to fill all positions	All para-professionals instructing children are under the direct supervision of highly qualified teachers	School Administrators	Follow Title I protocol	Para-professional ETS Exam results
9	Targeted students availability before school and a highly qualified instructor	Provide reading skills practice in the computer lab before school for targeted students in grades 2nd - 5th	Guidance Counselor Reading Coach	Learning gains for students on FCAT as well as skills gained as measured by Pearson SuccessMaker and FCAT Explorer	FCAT
	Adequate time to individually motivate students	An effort will be made to motivate students to meet a developmentally	School Administrators Classroom teachers	Review the number of students who meet each grade levels goal.	Number of students meeting grade level goal

10		appropriate grade level reading goal and receive a Shadeville Reading T-shirt by the end of the school year.			and receiving a t-shirt.
11	Lack of funding for additional materials	Incorporate additional non-fiction reading materials such as: Time for Kids, Scholastic News, on-line Weekly Reader and the Tallahassee Democrat.	School Administrators Reading Coach	An increase in learning gains on FCAT	FCAT
12	Parent participation	Parent education provided through Title 1 funds: Bingo for Books Shared Reading strategies Guest speakers	Reading Leadership Committee	Parent sign in sheets	Percent of parents attending activity
13	Targeted students' provided parent permission and adequate participation due to absences.	Personnel provided by FCRR will work with targeted students on reading comprehension strategies for 30 minutes a day four days a week	School Level Administrators and personnel from FCRR	An increase in the learning gains in reading achieved by the targeted students.	FCAT
14	Students for a variety reasons such as: attendance, bubble students on FCAT, retentions, lack of motivation, and a lack of needed skills do not maintain or improve current level of achievement.	Classroom teachers develop a "Watch List" of students in need of extra support and re-evaluate throughout the year the list of students.	Assistant Principal Reading Coach	Students on "Watch List" will maintain or improve current levels of achievement.	FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	100% of students taking the Florida Alternate Assessment will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3	100% (3)

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	Retention of newly acquired vocabulary is often low for FL Alternative Assessment students.	Teachers will offer multiple exposures to new vocabulary over long periods of time through word walls, art, drama, classroom read aloud daily, and hands-on experiences in science and social studies. Students will have multiple experiences to use the newly acquired vocabulary through daily writing and sharing in the	Classroom Teachers School Level Administrators	Students will show growth in all areas of the FL Alternate Assessment.	FL Alternate Assessment

		classroom setting.			
2	Inadequate materials to meet the needs of students taking Alternative Assessment	Research and purchase materials to ensure learning gains for students taking Alternative Assessment.	Classroom teacher Susan Brazier	100% of Alternative Assessment Students will make learning gains.	Florida Alternate Assessment

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:	At least 75% of students scoring in the lowest 25% will make learning gains on 2012-2013 FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (36)	75% (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	The number of opportunities for students to increase their exposure and use of rigorous / grade level appropriate vocabulary and complex text.	Teachers will provide reading across the curriculum, daily read aloud opportunities with vocabulary discussions. Teachers will incorporate strategies such as: drama, art, games, and writing to enhance vocabulary retention. Teachers will create interactive word wall and encourage students to use them during writing assignments,	Classroom teachers and School level Administrators	An increase in the numbers of students showing proficiency on the sub- skills portion in vocabulary on FAIR and FCAT. An increase in the number of students who score a level 4-6 on the Florida Writes and Wakulla Writes.	FCAT Florida Writes Wakulla Writes
2	District and school level funding and providing qualified teachers to teach the afterschool camp	Provide reading remediation during Camp Learn-A-Lot for grades 3-5.	School Level Administrator	The percentage of students making learning gains in the lowest quartile will be 75% or greater.	FCAT
3	Providing highly qualified teachers for the implementation of remediation programs	Continue the use of the Rewards reading program at 4th grade, Kaleidoscope, SRA Corrective Reading, SRA Reading Mastery, and Harcourt Intervention Station for targeted students.	School Level Administrators Reading Coach ESE support personnel	The percentage of students making learning gains in the lowest quartile will be 50% or greater.	FCAT
4	Adequate number of students available for before school instruction	Provide skills practice for targeted students in the computer lab before school for grades 2-5 using Pearson Success Maker and FCAT Explorer.	Guidance Counselor Reading Coach	Increase in learning gains on Pearson SuccessMaker, FAIR, FCAT Explorer	
5	Lack of student motivation to read on a regular basis.	Implement Accelerated Reader Program school wide. Implement reward such as: the AR store, t-shirts, reading ribbons and classroom rewards.	Classroom Teachers Susan Brazier	Increase in number of students making Accelerated Reader goals, receiving ribbons, and reading t-shirts.	FCAT Accelerated Reader Reports

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 # During the next six years SES will increase our students' reading proficiency to at least 86% of all students showing proficiency in reading based on the FL Reading Assessment provided at that time.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	77%	79%	81%	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:	By the spring of 2013 at least 74% of White students and 62% of Black students will make satisfactory progress in reading as measured by FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students making satisfactory progress in reading by ethnicity: White: 72% Black: 53%	Students making satisfactory progress in reading by ethnicity: White: 77% Black: 68%

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 real life experiences with a rich vocabulary in reading, math, and science is limited for certain ethnic groups.	1. Increase opportunities to read across the curriculum with a focus on vocabulary development through: word walls, complex text, art, drama, and in writing. 2. Focus lessons that highlight math terms for students. 3. Daily read aloud opportunities using trade books that support science and social studies vocabulary development. 3. Hands-on science lessons and field trips that help develop grade level vocabulary. 4. Students will create math and/or science vocabulary notebooks. 5. After school remediation will be offered for 1hour for an 8 week span in reading, math, and writing for 3rd - 5th grade students in need of additional instruction. 6. Parent Education will be offered in September with a focus on giving parents strategies to work with their children	Classroom Teacher School Level Administrators	Students in all ethnic groups will show growth as measured by FCAT reading, math, and science. By June of 2013: At least 79% of white students and 62% of black students will be proficient in reading and 73% of white students and 43% of black students will be proficient in math as measured by FCAT. Students in all ethnic groups will show growth in reading and math as measured by STAR reading and math.	FCAT STAR reading and math

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Shadeville has no English Language Learners at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Shadeville had no English Language Learners	Shadeville has no English Language Learners enrolled at this time.

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By spring of 2013 at least 49% of Students with Disabilities will make satisfactory progress in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%	49%

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 need additional time and exposure to reading vocabulary and comprehension using complex/informational text, as well as exposure to the relationship of 8 mathematical practices and mastery of math concepts and facts.	1. The inclusion model of SWD will be incorporated into reading and math classrooms with additional support provided by ESE personnel. 2. Self contained classroom settings for SWD when deemed appropriate in IEP will be offered. 3. Daily - additional personnel (para-professionals) to work with students on the retention or mastery of skills in reading and math. 4. Increased small group instruction outside the 90 minute reading block for SWD in reading and math	School Level Administrators	By June of 2013 at least 53% of students with SWD will be proficient in reading and 49% in math as measured by the FCAT. SWD will also show at least a one year learning gain on the FCAT in reading and math. SWD will show at least one year's growth on STAR reading and math.	FCAT STAR reading and math

		<p>by a highly qualified instructor.</p> <p>5. After school remediation for SWD in 3rd - 5th grade for one hour / 8 weeks in reading, math, and writing by a highly qualified instructor.</p> <p>6. Parent Education offered to assist parents in helping children attain grade level skills offered in September.</p> <p>7. The 8 Mathematical Practices will be posted in classrooms and the relationship to real life lessons will be established daily.</p>			
2	AVID	Teachers will incorporate AVID strategies into all 5th grade classrooms.	School and District Level Administrators	SWD will show at least one year learning gain on the FCAT reading and math assessment.	FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By the spring of 2013 65% of Shadeville's Economically Disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of Shadeville's Economically Disadvantaged students made satisfactory progress in reading on the FCAT during 2011-12.	65% of Shadeville's Edconomically Disadvantaged students will make satisfactory progress in reading as measured by the FCAT.

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 lack the necessary vocabulary and comprehension skills to tackle complex / informational text and understanding of math and science concepts.	<p>1. Parent Education in September with a focus on strategies to help your child master grade level skills at home will be shared.</p> <p>2. Daily classroom read aloud opportunities with a focus on vocabulary development and high level questions /discussions.</p> <p>3. Real world experiences through hands-on science lessons and field trips.</p> <p>4. Additional reading materials that support grade level appropriate vocabulary development and comprehension of complex text such as: Time for Kids.</p> <p>5. Student created science and/or math journals.</p>	School Level Administrators	By June of 2013 68% of Economically Disadvantaged students will be proficient in reading on FCAT and 59% will be proficient in math on FCAT.	FCAT STAR reading and math

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
AVID training	5th grade / Reading	Beth O'Donnell	5th grade classroom teachers ESE support personnel	September 2012 On-going as needed throughout the year 2012 -13	Classroom Walk Throughs Grade Level Team Meetings	Susan Brazier DeeAnn Hughes
"The Daily 5"	Reading Grade Levels K-5	Amy Seidler Reading Coach	Classroom teachers who identified an interest through the development of their IPDP	First semester of the 2012-13 school term	Reading Coach classroom observations	Amy Seidler
Common Core Standards "Lesson Study"	Grade Levels K & 1	Dr. Orapollo Beth Mims Amy Seidler	Classroom Teachers in grade levels K & 1	On-going throughout the 2012-13 school year.	Classroom Observations	Susan Brazier DeeAnn Hughes
Performance Matters	Grade Levels 1-5	Technology Team	Classroom Teachers grade levels 1-5	On-going throughout the school year.	Creation of classroom watch lists that are revisited monthly for progress monitoring.	Susan Brazier DeeAnn Hughes
Differentiated Instruction	Reading	Florida Inclusion Network	Classroom Teachers who identify differentiated instruction as a need on their IPDP	On-going as needed	Classroom Observation and Teacher Interview Follow up on ePDC	Susan Brazier DeeAnn Hughes
Educational Technology (Sharing of technology strategies and web-sites that can be used to enhanced instruction).	Classroom Teachers of reading	SES Teachers	Classroom Teachers	October 2012	Classroom Observations and Walk- Throughs	Susan Brazier DeeAnn Hughes
Teachers lack a deep understanding of the RtI process and TIER I interventions.	Classroom Teachers (including art, speech, physical education & music instructors)	Mrs. Mims	All classroom teachers	October 2012	EST & RtI meetings will flow with greater dialogue focused on student achievement.	DeeAnn Hughes

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will read from a variety of sources for vocabulary development, fluency, and experience with complex text. Teachers will use differentiated instruction to ensure student reading success.	Harcourt Story Town / Core Series Florida Studies Weekly (3-5) REWARDS program (4) MCP Phonics (2) McGraw Hill Intervention Reading Mastery	School Textbook Funds	\$15,000.00
Students will read across the curriculum for vocabulary development, experiences with non-fiction text, and using text to	Time for Kids Scholastic News	PTO funds	\$2,000.00

answer questions.			
AVID strategies	AVID materials: binders, planners, pencil bags, notebook dividers	Federal Funds (Title I)	\$496.10
First Grade Lesson Study Common Core	Substitutes for classroom teachers	Federal, State and School Level Funds	\$432.00
			Subtotal: \$17,928.10
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use differentiated instruction to meet the needs of individual students. Teachers will assess students at least 3 times during the year to monitor their reading progress using the STAR reading assessment.	Renaissance Learning (Accelerated Reader program STAR reading assessment)	Direct Instruction Funds	\$6,931.35
Teachers will use a variety of educational software to enhance instruction and relate concepts to real life experiences.	Brainpop Brainpop Jr. Discovery Education/ United Streaming	Federal Funds (Title I)	\$3,665.00
To increase the percent of students scoring at/or/above level 3 on FCAT, as well as to increase the percent of students making learning gains in reading.	25 HP laptops, laser printer, headphones, 25 mice & cart	Federal Funds (Title I)	\$21,118.92
			Subtotal: \$31,715.27
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study: The Daily 5	Books - The Daily 5	Direct Instruction School Funding	\$281.45
Data review for instructional planning - Performance Matters	Performance Matters Specialist	District Funds	\$3,000.00
Common Core Understanding and Implementation at appropriate grade levels	Dr. Oropollo / consultant	District Funds	\$1,000.00
			Subtotal: \$4,281.45
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$53,924.82

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:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

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

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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:	At least 68% of students who were in attendance for both FTE periods will achieve proficiency (levels 3-5) on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (99)	40% (124)

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	Adequate time and materials for students to read across the curriculum for comprehension, vocabulary development, and experiences with complex/ informational text.	Purchase suggested - supplemental reading materials at all grade levels that support the WCS curriculum and grade level standards, as well as provide opportunities with complex informational text..	Susan Brazier Jennifer Redfern DeeAnn Hughes	Classroom Walk - Through Teacher interviews	FCAT Discovery Education Assessment STAR Reading
2	Understanding of the Common Core's 8 Mathematical Practices and how to incorporated them into instruction.	Provide inservice opportunities for teachers to gain understanding and gain proficiency in teaching students to use the 8 Mathematical Practices.	Susan Brazier DeeAnn Hughes Jeana Millender	Classroom Walk - Though observations Teacher interviews	FCAT Discovery Education Assessment STAR Math
3	Adequate grade level and across grade level teacher planning.	Provide grade level planning for implementation of Next Generation Sunshine State Standards and Common Core Standards.	School Level Administrators	Maintain or improve the number of students who are proficient on FCAT Math.	FCAT
4	Acquiring adequate school level funding	Coach test prep materials will be used to provide students with practice in test-taking skills.	Classroom teachers	Maintain or improve the number of students who are proficient on FCAT Math.	FCAT
5	Acquiring adequate school level funding	Continue to pursue funding to support web based programs such as: Accelerated Math, IXL Math, Brain Pop, Brain Pop, Jr., SuccessMaker, FCAT Explorer, Florida Achieves, and Math Facts in a Flash programs to continue supporting math instruction.	School Level Administrators Classroom teachers	Increased student performance on math assessments. Classroom Observations	STAR Assessment FCAT
6	Seeking out highly qualified teachers and para-professionals to fill all positions	All teacher and para-professional vacancies will be filled by individuals who meet the highly qualified requirements	School Level Administrators	Title I protocol	State approved Para-professional ETS Exam
	Seeking out highly qualified teachers and	Principals will provide technical assistance to	School Level Administrator	Title I protocol	NCLB HQ Teacher Certification

7	para-professionals to fill all positions	teachers meeting highly qualifies status via HOUSSSE rules.			through PAEC
8	Seeking out highly qualified teachers and para-professionals to fill all positions	All para-professionals instructing children are under the direct supervision of highly qualified teachers.	School Level Administrator	Title I protocol	NCLB HQ Teacher Certification through PAEC
9	Adequate training of educators in implementing NGSS and Common Core Math standards	Provide additional professional development for classroom teachers of mathematics.	School Level Administrators District Professional Development Coordinator	Increased student performance on math assessments.	STAR Assessment FCAT Classroom skills assessments
10	Inadequate organizational and study skills of 5th grade students	Incorporate AVID strategies into the 5th grade classrooms	School Level Administrators	Increased students performance on math assessments Classroom observation	FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	66% of students taking the Florida Alternative Assessment will score a level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	66% (2)

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	Adequate time and materials for students to have adequate opportunities to read complex / informational text that support vocabulary development and comprehension of reading materials on the students level.	Purchase additional reading materials across the curriculum for students that will take the FL Alternate Assessment.	Susan Brazier DeeAnn Hughes	Students show growth in vocabulary development and reading comprehension through continuous progress monitoring of IEP skills for each child taking the FL Alternate Assessment.	STAR Reading FL Alternate Assessment
2	Teacher understanding and proficiency of teaching the Common Core's 8 Mathematical Standards.	Provide inservice for teachers to gain the understanding and teaching proficiency of the 8 Mathematical Standards.	Susan Brazier DeeAnn Hughes	Classroom Walk - Through Teacher Interview	STAR Reading FL Alternate Assessment
3	Inadequate teacher training to meet the needs of students.	Pursue additional training to meet the needs of teachers of Alternative Assessment students in math.	School Level Administrators District ESE Coordinator	Increase the number of students scoring at Levels 4, 5, and 6 on the Florida Alternative Assessment	Florida Alternative Assessment

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:	At least 60% of students in attendance for both FTE counts will score above proficiency in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (93)	40% (124)

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	Adequate materials and opportunities for students to read complex / informational text for comprehension and vocabulary development.	Purchase additional reading materials across the curriculum such as: Time for Kids and trade books that support grade level science and social studies curriculum. Incorporate science and social studies reading opportunities into the 90 minute reading block for vocabulary, comprehension, and reference skills.	Susan Brazier DeeAnn Hughes	Students will show growth in the areas of vocabulary, comprehension, and reference skills when being assessed throughout the school year. Students' grades will show improvement each 9 weeks in the areas targeted.	Discovery Education FCAT STAR Reading
2	Adequate teacher training for implementing the 8 Mathematical Practices.	Provide inservice for teachers on understanding and implementing the 8 Mathematical Practices.	Susan Brazier DeeAnn Hughes	Classroom Walk - Through Teacher Interviews	FCAT Discovery Education STAR Math
3	Teachers have not completed their gifted endorsement for every grade level	Provide for Gifted cluster classrooms at each grade level	School Level Administrator	The percentage of students scoring a level 4 or 5 on the FCAT math assessment	FCAT
4	Personnel to accomplish strategy	Investigate math version of Brain Brawl to challenge students in math	School Advisory Council	The percentage of students scoring a level 4 or 5 on the FCAT math assessment	FCAT
5	Limited funding for computer based math programs	Continue to pursue additional funding for IXL Math and Accelerated Math to support math instruction at all grade levels.	School Level Administrator Classroom teachers	Increased proficiency of math skills as reported through IXL and Accelerated math. Increased number of students earning A & B grades on classroom assignments. Classroom observations	FCAT
6	Limited access to computer based programs due to lack of available computers	Purchase a rolling laptop lab (22 - 25 computers) and a printer for 5th grade students to access computer based math programs.	Assistant Principal Christina Nall (school based technology chairman)	Increase the number of students on computer based math programs daily. Increase number of students scoring at or above proficiency as reported through IXL and Accelerated Math programs as well as FL Achieves and FCAT Explorer.	FCAT STAR math

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	At least 33% of students taking the FL Alternative Assessment in math will score at or above achievement level 7.
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Mathematics Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (1)		33% (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
1	Students need additional time and exposure to informational text and real world science.	Additional supplemental science materials both informational text and for hands-on experiences will be purchased. Students will participate in at least weekly activities/ informational text/ discussions to enriched science vocabulary and meaningful real world experiences.	Susan Brazier DeeAnn Hughes	Students will show growth on the reading and science sections of the FL Alternate Assessment.	FL Alternate Assessment
2	Teacher understanding and implementation of the 8 Mathematical Practices.	Provide training for teachers on implementation of the 8 Mathematical Practices.	DeeAnn Hughes Susan Brazier	Classroom Walk-Through Teacher Interviews	FL Alternate Assessment STAR Math
3	Adequate training in math strategies for ESE classroom teachers.	Provide additional training for ESE teachers in math strategies for Alternative Assessment students.	Assistant Principal District Professional Development Coordinator	An increase in the number of students scoring a level 7 or above on the math portion of the Alternate Assessment	Alternate Assessment

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:	At least 70% of students will make learning gains in math as measured by comparing the 2012 and 2013 FCAT scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (142)	70% (147)

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 experience with real world applications of the 8 Mathematical Practices found in Common Core Standards.	Offer teachers inservice opportunities to gain understanding and implementation of the Common Core Standards and the 8 Mathematical Practices.	Susan Brazier DeeAnn Hughes	Students will show an increase in learning gains on the FCAT math assessment.	FCAT
	Lack of adequate funding to continue the many computer based programs offered.	Pursue funding for continued use of educational technology to enhance math	School Level Administrator Classroom teachers	Increased number of students showing learning gains using information gained	FCAT STAR math

2		instruction such as Accelerated Math, Pearson Successmaker, Math Facts In a Flash, FCAT Explorer, FL Achieves, and Brain Pop, Brain Pop, Jr., and IXL math		through computer based math programs and FCAT. Classroom observations	
3	Adequate time for teachers to review data and plan for instruction	Create opportunities for teachers to use Performance Matters to analyze achievement data to determine at-risk students in need of intensive remediation.	School Level Administrator	Review of FCAT math learning gains	FCAT
4	Lack of training in best practices for the use of manipulatives and adequate materials to match standards.	Provide training in incorporating manipulatives into daily math instruction.	School Level Administrator	Students have a deeper understanding of math concepts.	Classroom assignments

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:	At least 66% of students taking the FL Alternative Assessment will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	66% (2)

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 experience using math manipulatives to develop a deeper understanding of math concepts.	Daily use of math manipulatives by Alternative Assessment students.	School Level Administrators	Classroom observations Increase in learning gains of the Alternative Assessment students	Florida Alternative Assessment

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:	75% of students in the lowest 25% will make learning gains on FCAT math for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (52)	75% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The number of opportunities for students to apply the 8 Mathematical Practices using real world applications.	Provide teachers with inservice opportunities to gain understanding and implementation strategies of the 8 Mathematical Practices found in Common Core.	Susan Brazier DeeAnn Hughes	An increase in the number of students who show a learning gain on FCAT, with a focus on the lowest 25% of students.	FCAT
2	Adequate funding for camp, as well as having enough highly qualified teachers to instruct afterschool camp	Provide Camp Learn-A-Lot math instruction for grades 3-5 for at least 60 minutes per week for 8 weeks.	School Level Administrator	80% or more of students attending camp will show learning gains as measured by FCAT math	FCAT
3	Time constraints for teachers to adequately review data to plan instruction	Create opportunities for teachers to use Performance Matters to analyze achievement data to determine at-risk students in need of intensive remediation.	School Level Administrator	Monthly data team meetings sign in sheets and updated "Watch Lists" in math.	FCAT
4	Adequate number of students available before school for tutoring	Offer an increased number of students the opportunity to attend the before school remediation program using computer lab programs such as: IXL Math, Math Facts in a Flash, Success Maker, Florida Achieves, and FCAT explorer for grades 1-5 to practice skills.	Guidance Counselor Selected teachers	Learning gains will be demonstrated on FCAT and STAR Math by students who participated in the program.	FCAT STAR Math
5	Adequate time for students to practice math standards at an individualized level.	Continue to utilize Accelerated Math program in grades 3-5 and Math Facts in a Flash in grades 1-5.	School Level Administrator Classroom teachers	Learning gains will be demonstrated on FCAT and STAR Math by students using the programs.	FCAT STAR Math

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By June of 2013 at least 68% of students will be proficient in math as measured by FCAT. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	68%	72%	75%	78%	

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:	By June of 2013 the percentage of students in each ethnic group making satisfactory progress in math as measured by FCAT will be at least: White: 71% Black: 42%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students in each ethnic group making satisfactory progress: White: 69% Black: 42%	Percentage of students who will make satisfactory progress as measured by FCAT: White: 71% Black: 42%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students real life experiences with a rich vocabulary in reading, math, and science is limited for certain ethnic groups.	<ol style="list-style-type: none"> 1. Increase opportunities to read across the curriculum with a focus on vocabulary development through: word walls, complex text, art, drama, and in writing. 2. Focus lessons that highlight math terms for students. 3. Daily read aloud opportunities using trade books that support science and social studies vocabulary development. 3. Hands-on science lessons and field trips that help develop grade level vocabulary. 4. Students will create math and/or science vocabulary notebooks. 5. After school remediation will be offered for 1hour for an 8 week span in reading, math, and writing for 3rd - 5th grade students in need of additional instruction. 6. Parent Education will be offered in September with a focus on giving parents strategies to work with their children at home in reading, math and writing. 	Classroom Teacher School Level Administrators	<p>Students in all ethnic groups will show growth as measured by FCAT reading, math, and science.</p> <p>By June of 2013: At least 79% of white students and 62% of black students will be proficient in reading and 73% of white students and 43% of black students will be proficient in math as measured by FCAT.</p> <p>Students in all ethnic groups will show growth in reading and math as measured by STAR reading and math.</p>	FCAT STAR reading and math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		Currently we have no ELL students at our school.		
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
We had no ELL students during the 2012 testing		Currently we have no ELL students at our school.		
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By the spring of 2013 Shadeville's Students with Disabilities that make satisfactory progress in math as measured by the FCAT will be at least: 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	44%

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 need additional time and exposure to reading vocabulary and comprehension using complex/informational text, as well as exposure to the relationship of 8 mathematical practices and mastery of math concepts and facts.	<ol style="list-style-type: none"> 1. The inclusion model of SWD will be incorporated into reading and math classrooms with additional support provided by ESE personnel. 2. Self contained classroom settings for SWD when deemed appropriate in IEP will be offered. 3. Daily - additional personnel (para-professionals) to work with students on the retention or mastery of skills in reading and math. 4. Increased small group instruction outside the 90 minute reading block for SWD in reading and math by a highly qualified instructor. 5. After school remediation for SWD in 3rd - 5th grade for one hour / 8 weeks in reading, math, and writing by a highly qualified instructor. 6. Parent Education offered to assist parents in helping children attain grade level skills offered in September. 7. The 8 Mathematical Practices will be posted in classrooms and the relationship to real life lessons will be established daily. 	School Level Administrators	By June of 2013 at least 53% of students with SWD will be proficient in reading and 49% in math as measured by the FCAT. SWD will also show at least a one year learning gain on the FCAT in reading and math. SWD will show at least one year's growth on STAR reading and math.	FCAT STAR reading and math

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By the spring of 2013 at least 55% of Shadeville's Economically Disadvantaged students will make satisfactory progress in math as measured by FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

55% of Economically Disadvantaged students made satisfactory progress in mathematics.

At least 55% of Shadeville's Economically Disadvantaged students will make satisfactory progress 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	Students lack the necessary vocabulary and comprehension skills to tackle complex / informational text and understanding of math and science concepts.	1. Parent Education in September with a focus on strategies to help your child master grade level skills at home will be shared. 2. Daily classroom read aloud opportunities with a focus on vocabulary development and high level questions /discussions. 3. Real world experiences through hands-on science lessons and field trips. 4. Additional reading materials that support grade level appropriate vocabulary development and comprehension of complex text such as: Time for Kids. 5. Student created science and/or math journals.	School Level Administrators	By June of 2013 68% of Economically Disadvantaged students will be proficient in reading on FCAT and 59% will be proficient in math on FCAT.	FCAT STAR reading and math
2	Attain an adequate number of highly qualified teachers	Provide after school remediation for eight weeks for grades 3-5	Highly qualified classroom teachers	The number of economically disadvantaged students showing proficiency in math on the FCAT will increase.	FCAT/AYP
3	Adequate number of students able to attend before school.	Provide before school remediation using programs in the computer lab for grades 2-5.	Guidance Counselor Selected teachers	The number of economically disadvantaged students showing an increase in proficiency on the math portion of the FCAT will improve.	FCAT/AYP
4	Lack of funding to purchase materials for hands-on activities	Increase the use of hands-on manipulatives to solve math problems.	Classroom teachers	Lesson Plans Classroom observations	FCAT/AYP

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
AVID Strategies	5th Grade / Math	Beth O'Donnell	5th Grade Classroom Teachers	September	Monthly: 5th grade classroom teacher planning meetings and classroom walk through by administrators.	School Level Administrators and Grade Level Chairman

Common Core standards for math (including the 8 Mathematical Practices)	Focus: School-wide	Beth Mims Linda Walker School Level Administrators	School-wide	Through out the 2012-13 school year / monthly	Classroom walk through, Grade Level Team meetings, and monitoring the learning gains for students using the STAR math assessment at least 3 times during the year.	School Level Administrators
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID strategies (5)	math binders	Direct Instruction School Funds	\$269.84
			Subtotal: \$269.84
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be offered opportunities for differentiated instruction in math.	IXL Math	Federal Funds (Title I)	\$2,800.00
Students will be offered opportunities for differentiated math instruction.	Renaissance Learning - Accelerated Math program, scanner, and Response System.	Direct Instruction (ESE) School Level Funds	\$2,490.98
			Subtotal: \$5,290.98
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase teachers awareness of and implementation of the Common Core math standards and the 8 Mathematical Practices.	School and District level trainers	N/A	\$0.00
AVID training for 5th grade teachers	Mrs. O'Donnell - District AVID teachers	N/A	\$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: \$5,560.82

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 spring of 2013 at least 70% of fifth grade students, who were in attendance for both FTE counts, will show proficiency (level 3-5) on the science portion of the FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(46)	50% (55)
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	Adequate time to plan and implement hands on science experiments.	Homeroom teachers will use monthly grade level morning meetings to plan for at least 3 hands-on / real-world experiments using the WCS curriculum as their guide. Teachers will take their students through the steps in the scientific process.	School Level Administrator	Classroom observations Teacher lesson plans	FCAT
2	Scheduling in-school science trips	Utilize in-school science field trips, Brain Pop, Brain Pop Jr., National Geographic website, Discovery Education Streaming, and FCAT Explorer to introduce and develop science concepts.	School Level Administrator	School wide student science grades will improve, as well as the number of 5th grade students proficient on the science portion of the FCAT will increase.	FCAT
3	Scheduling and coordination of events	Environmental education and ecological awareness opportunities will be provided to all students through Project Learning Tree Week, Science on the Move, Sea-to-See, The Seamobile Lab, and Green Team activities.	School Level Administrator PLT coordinator Grade Level Team Leaders	School wide student science grades will improve, as well as the number of 5th grade students who are proficient on the science portion of the FCAT will increase.	FCAT
4	Seeking out highly qualified teachers and para-professionals to fill all positions	All teacher and para-professional vacancies will be filled by individuals who meet the highly qualified requirements.	School Level Administrator	Follow Title I protocol	NCLB HQ Teacher certification through PAEC State approved ETS para-professional exam results
5	Seeking out highly qualified teachers and para-professionals to fill all positions	All para-professionals instructing children are under the direct supervision of highly qualified teachers.	School Level Administrator	Follow Title I protocol	NCLB HQ Teacher certification through PAEC
6	Seeking out highly qualified teachers and para-professionals to fill all positions	Principals will provide technical assistance to teachers meeting highly qualified status via HOUSSE rules.	School Level Administrator	Follow Title I protocol	NCLB HQ Teacher certification through PAEC
7	Lack of back ground knowledge and vocabulary in science.	Provide funding for science focused field trips.	School Level Administrator	An increase in the number of students attending science focused field trips.	FCAT
8	Inadequate organizational and study skills in fifth grade students.	Incorporate AVID strategies into 5th grade science classes.	School Level Administrator	An increased number of students scoring a level 3 or above on FCAT science.	FCAT
9	Students lack real - world experiences in science.	A science fair will be held and all homeroom classes will submit a science project in which the students select a science related question and follow the scientific process to the conclusion.	Classroom Teachers	An increase in the number of students who score a level 3 or above on the science portion of FCAT	FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	100% of students taking the Florida Alternative Assessment in Science will score at Levels 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100% (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
1	Lack real world science experience.	Provide opportunities for real world science experience at school and off campus.	ESE Classroom Teacher	Student will score at a Level 4, 5, or 6 on the Florida Alternative Assessment.	Florida Alternative Assessment

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 spring of 2013 at least 30% of students will achieve at or above achievement level 4 on the FCAT science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (23)	30% (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
1	Providing an adequate number of teachers with gifted endorsement at all grade levels	Provide gifted clustering with teachers, with or working on Gifted Endorsement, to enhance student learning	School Level Administrator	Increased number of students participating in hands-on science activities and increase the number of students scoring at or above Level 3 on FCAT	FCAT Teacher Lesson Plans
2	Adequate time during the day for science instruction and vocabulary	Teach enhanced science vocabulary throughout the day and across the curriculum utilizing word walls for review	Classroom teachers	Lesson Plans Word walls Classroom observations	FCAT
3	Adequate time during the regular school day	Provide students with additional opportunities for scientific endeavors beyond curricular requirements such as: participation in the school's Green Team, Sea to Sea, Project Learning Tree Activities and Science on the Move activities.	Classroom Teachers PLT Committee School Administration	Lesson Plans	FCAT

4	Inadequate background knowledge and vocabulary in science	Provide funding for students to attend off campus science focused field trips.	School Administrator	Increased number of students scoring at or above level 4 on the science portion of FCAT.	FCAT
5	Inadequate background knowledge and vocabulary in science.	Students will participate in a school wide science fair. Each homeroom will create a science project that takes students from a grade appropriate question to the conclusion - the scientific process.	Classroom Teacher	An increase in the number of students scoring at or above level for on FCAT science.	FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A			
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
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
Project Learning Tree Activities and FL Project Learning Tree workshop	Classroom Teachers (K-5) 3 Classroom Teachers	PLT chairman Florida PLT facilitators	school-wide and select teachers	January 2013 November 2012	All classroom teachers will participate in PLT week school-wide and do at least one PLT activity. 3 select teachers will attend the FL PLT workshop in November.	School level administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will have additional science opportunities that develop a rich vocabulary, follow the scientific process, and relate to real world experiences.	Project Learning Tree	PTO and Direct Instruction School Budget	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$2,500.00

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:		At least 75% of fourth grade students, who were here for both FTE counts, will achieve proficiency on FCAT writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
72% of 4th grade students achieved a level 3.0 or higher on the FL Writes		75% of 4th grade students will achieve a level 3.0 or higher on the FL Writes.			
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	Providing highly qualified teachers for the afterschool camp.	Provide Camp Learn-A-Lot writing for targeted fourth grade students with a highly qualified teacher.	School Level Administrator	An increase in the number of students who will score proficient, as determined by the D.O.E., on FCAT Writing	FCAT
2	Seeking out highly qualified teachers and para-professionals to fill all positions	All teacher and para-professional vacancies will be filled by individuals who meet the highly qualified requirements.	School Level Administrator	Follow Title I protocol	NCLB HQ Teacher certification through PAEC State approved ETS para-professional exam results

3	Seeking out highly qualified teachers and para-professionals to fill all positions	Principals will provide technical assistance to teachers meeting highly qualified status via HOUSSSE rules.	School Level Administrator	Follow Title I protocol	NCLB HQ Teacher certification through PAEC
4	Seeking out highly qualified teachers and para-professionals to fill all positions	All para-professionals instructing children are under the direct supervision of highly qualified teachers.	School Level Administrator	Follow Title I protocol	NCLB HQ Teacher certification through PAEC
5	Insuring that all teachers scoring Wakulla Writes! understand and use the District and State model rubric for writing.	Continue Wakulla Writes in 3rd-5th grades, to provide formal school wide FCAT style writing practice on a monthly basis using narrative and expository prompts.	School Level Administrator	An increase in the number of students who will score Level 4 or above on Wakulla Writes! throughout the year.	Wakulla Writes! FCAT
6	Planning for and coordinating the professional learning activity	Provide professional learning of Six Traits Writing for all new teachers.	District personnel	All new teachers have received training in Six Traits Writing.	Professional Learning sign-in sheets for this activity
7	Adequate funding to purchase and create writing journals and books at all grade levels.	Provide materials for student writing journals and class made books.	School Level Administrator Classroom teachers	Classrooms will have an adequate number of journals and books for student use.	FCAT writing Wakulla Writes
8	Adequate time for teachers to plan and share as a team writing strategies and review the district wide rubrics	Monthly grade level planning sessions which will include sharing of writing strategies and review of the district rubrics	Team Leaders	Increase in the number of students scoring a level 4 or above on Wakulla Writes!, FCAT writing, and daily classroom writing.	Increase Wakulla Writes! scores and 4th grade FCAT writing scores
9	Student understanding of the different purposes for writing and experiences of writing across the curriculum.	Students will have multiple opportunities to practice writing for a variety of purposes across the curriculum.	Classroom teachers	Increase in the number of students who score proficient on Wakulla Writes and FL Writes.	FCAT Writing Wakulla Writes

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:	50% of students taking the writing portion of the FL Alternate Assessment will score at 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50% (2)

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	Adequate opportunities for students to write for a variety of purposes.	Students will keep writing journals and write for a variety of purposes. The journals will show growth through out the year for parents and students.	Classroom Teacher	Students taking the writing portion of the FL Alternate Assessment will score at a level 4 or higher.	FL Alternate Assessment
2	Parent support and understanding of how to help their child become a successful	Parent Education Night held in September with a focus on strategies for assisting your child	Classroom Teacher	Students taking the writing portion of the FL Alternative Assessment will score at a level 4 or	FL Alternate Assessment

	writer.	with writing.		higher.	
3	Adequate opportunities for students to write narrative and expository pieces with teacher feedback based on FL Writes rubrics.	Students will participate in Wakulla Writes and teachers will use the FL grading rubric along with student conferences concerning each piece.	School Level Administrators and Classroom Teachers	An increase in the number of students that score a level 4 or higher in writing on the FL Assessment.	FL Alternate Assessment

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
Writing Production and use of Scoring Rubric.	4th	Mrs. Mims & School Level Trainers	4th grade Classroom Teachers	October 2012	Classroom Walk - Through Teacher Interviews	School Level Administrators

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
To increase the faculty's understanding of and use of the FL Writes scoring rubric and student writing expectations at 4th grade for proficiency.	District and School Level Personnel	N/A	\$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 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:	To maintain or increase student attendance at our school for the 2012 - 13 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (574)	95% (580)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2% (15)	1.5% (10)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
3% (21)	2% (15)

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	Addresses and phone numbers of targeted students must be current	When a child is out for three consecutive days, the teacher calls the parent/guardian to inquire about absences.	Classroom teacher Data Entry Personnel	Review of data concerning absences and tardies throughout the year	End of the year data report from FOCUS
2	Addresses and phone numbers of targeted students must be current	A phone call is made by the principal or a letter is generated and mailed to the parent/guardian when a student has reached ten absences.	School Level Administrator	Review of data concerning absences and tardies throughout the year	End of the year data report from FOCUS
3	Parent understanding of the importance of regular school attendance.	Parent Education Night offered in September addressing school attendance and the relationship to school success.	School Level Administrators and Classroom Teachers	Review of data will show an decrease in the number of students that are tardy or absent more than 10 days.	FOCUS attendance records.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	To maintain or reduce the number of out of school suspensions during the 2012 - 13 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	2

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	Faculty and staff recognizing students for positive behaviors on a regular basis	Continue the Positive Behavior System to reward students for excellence in behavior.	School Level Administrators Guidance Counselor	Review data concerning out of school suspensions throughout the year	End of the year data report from FOCUS
2	Adequately train teachers to teach behavior strategies	Continue Emotional Disorder Behavior classroom behavior plan established for the 2012 - 2013 school year.	School Level Administrators	Review the data concerning out of school suspensions throughout the year	End of the year data report from FOCUS
3	Securing annual funding and scheduling coordination	Substance Abuse and Violence Education	School Level Administrators	All participating 5th grade students will complete the program successfully	100% of students participate in SAVE graduation
4	Trained faculty and staff / TEACH strategies	Continue to have additional faculty and staff trained in the use of TEACH strategies to de-escalate students.	School Level Administrators District TEACH trainers	A decrease in the number of out of school suspensions during the 2012-13 school year.	The end of the year suspension report in FOCUS will be used.

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
The Good Behavior Game	First Grade and Guidance Program	Muriel Saunders	Guidance Counselor	October 2012	Implementation of the program in first grade along with the school's guidance program	Linda Simurra School Level Administrators

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement "The Good Behavior Game" in Second Grade and the Guidance classroom instruction	Consultant and program materials	District ESE funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2012 - 13 school year at least 50% of parents will attend the school's parent nights for PTO and/or Parent Education.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
40% (268)			50% (305)		
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	Child care	Child care will be provided by select grade levels for Parent Education events.	School Level Administrators Grade Level Leaders	Increased attendance at Parent Nights.	Parent sign in sheets
2	Outside activities having importance over school activities	1. Seek input from parents to find days and times that are the most suitable for parent involvement. 2. Schedule activities at a variety of times during the year. 3. Involve students in productions or presentations when possible.	School Level Administrators	Increased attendance at school functions.	Parent sign in sheets and School Climate Survey.

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
Ensure that parents are aware of and understand school policies and procedures.	Parent Information Handler with school information given at Open House and with new student enrollment.	Federal Funds (Title I)	\$837.90
Monthly parent newsletter : "The Warrior's Way"	Parent newsletter containing school event, dates, and times.	School level funds	\$270.00
BINGO for Books	Books for students who win BINGO during the event.	Federal Funds (Title I)	\$500.00
Subtotal:			\$1,607.90
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:			\$1,607.90

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:	Students will be offered classroom instruction that presents real world opportunities for them to integrate science, technology, engineering, and math in problem solving and the creation of new ideas.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack understanding and experience in the coordination and	Teachers will be offered inservice on the coordination and implementation of STEM	School Level Administrators	An increase in the number of students who will show a learning gain through FCAT	FCAT

implementation of STEM strategies into their grade level curriculums.	math and are proficient in science as measured by FCAT
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	School-wide	School level Administrators	Classroom teachers school-wide	Second Semester	Classriim Walk - Through	School Level Administrators

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	Students will read from a variety of sources for vocabulary development, fluency, and experience with complex text. Teachers will use differentiated instruction to ensure student reading success.	Harcourt Story Town / Core Series Florida Studies Weekly (3-5) REWARDS program (4) MCP Phonics (2) McGraw Hill Intervention Reading Mastery	School Textbook Funds	\$15,000.00
Reading	Students will read across the curriculum for vocabulary development, experiences with non-fiction text, and using text to answer questions.	Time for Kids Scholastic News	PTO funds	\$2,000.00
Reading	AVID strategies	AVID materials: binders, planners, pencil bags, notebook dividers	Federal Funds (Title I)	\$496.10
Reading	First Grade Lesson Study Common Core	Substitutes for classroom teachers	Federal, State and School Level Funds	\$432.00
Mathematics	AVID strategies (5)	math binders	Direct Instruction School Funds	\$269.84
Science	Students will have additional science opportunities that develop a rich vocabulary, follow the scientific process, and relate to real world experiences.	Project Learning Tree	PTO and Direct Instruction School Budget	\$2,500.00
Suspension	Implement "The Good Behavior Game" in Second Grade and the Guidance classroom instruction	Consultant and program materials	District ESE funds	\$2,000.00
Parent Involvement	Ensure that parents are aware of and understand school policies and procedures.	Parent Information Handler with school information given at Open House and with new student enrollment.	Federal Funds (Title I)	\$837.90
Parent Involvement	Monthly parent newsletter : "The Warrior's Way"	Parent newsletter containing school event, dates, and times.	School level funds	\$270.00
Parent Involvement	BINGO for Books	Books for students who win BINGO during the event.	Federal Funds (Title I)	\$500.00
				Subtotal: \$24,305.84
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will use differentiated instruction to meet the needs of individual students. Teachers will assess students at least 3 times during the year to monitor their reading progress using the STAR reading assessment.	Renaissance Learning (Accelerated Reader program STAR reading assessment)	Direct Instruction Funds	\$6,931.35
Reading	Teachers will use a variety of educational software to enhance instruction and relate concepts to real life experiences.	Brainpop Brainpop Jr. Discovery Education/ United Streaming	Federal Funds (Title I)	\$3,665.00

Reading	To increase the percent of students scoring at/or/above level 3 on FCAT, as well as to increase the percent of students making learning gains in reading.	25 HP laptops, laser printer, headphones, 25 mice & cart	Federal Funds (Title I)	\$21,118.92
Mathematics	Students will be offered opportunities for differentiated instruction in math.	IXL Math	Federal Funds (Title I)	\$2,800.00
Mathematics	Students will be offered opportunities for differentiated math instruction.	Renaissance Learning - Accelerated Math program, scanner, and Response System.	Direct Instruction (ESE) School Level Funds	\$2,490.98
				Subtotal: \$37,006.25
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study: The Daily 5	Books - The Daily 5	Direct Instruction School Funding	\$281.45
Reading	Data review for instructional planning - Performance Matters	Performance Matters Specialist	District Funds	\$3,000.00
Reading	Common Core Understanding and Implementation at appropriate grade levels	Dr. Oropollo / consultant	District Funds	\$1,000.00
Mathematics	To increase teachers awareness of and implementation of the Common Core math standards and the 8 Mathematical Practices.	School and District level trainers	N/A	\$0.00
Mathematics	AVID training for 5th grade teachers	Mrs. O'Donnell - District AVID teachers	N/A	\$0.00
Writing	To increase the faculty's understanding of and use of the FL Writes scoring rubric and student writing expectations at 4th grade for proficiency.	District and School Level Personnel	N/A	\$0.00
				Subtotal: \$4,281.45
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: \$65,593.54

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The Shadeville School Advisory Council meets at least 4 times during the course of the school year to review testing data, Climate Survey results, develop goals and strategies, and monitor the progress toward achieving the goals and strategies or suggest changes.

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

Wakulla School District SHADEVILLE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	80%	72%	59%	299	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	76%	67%			143	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	71% (YES)	63% (YES)			134	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Wakulla School District SHADEVILLE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	90%	75%	68%	322	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	66%			138	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	74% (YES)	80% (YES)			154	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					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested