FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ZOLFO SPRINGS ELEMENTARY SCHOOL

District Name: Hardee

Principal: Melanie Henderson

SAC Chair: Melissa Schultz

Superintendent: David Durastanti

Date of School Board Approval:

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Melanie Henderson	BS-Elementary Ed.-University of Florida; MEd-Educational Media and Instructional Design, University of Florida; ESOL Endorsement, Principal Certification-State of Florida	11	11	Principal of Zolfo Springs Elementary in 2011-2012: Grade-C, Reading-49%, Math-58%, Writing-64%, Science-36%. Principal of Zolfo Springs Elementary in 2010-2011: Grade-B, Reading-68%, Math-71%, Writing-90%, Science-32%. Did not make AYP in the following subgroups: White, Hispanic, Econ. Dis., and SWD. Assistant Principal of Zolfo Springs Elementary in: 2009-2010: Grade-D, Reading-71%, Math-73%, Writing-67%, Science-32%. Did not make AYP in the following subgroups: White, Hispanic, Econ. Dis., and SWD. 2008-2009: Grade-A, Reading-74%, Math-85%, Writing-77%, Science-43%. All subgroups met AYP. 2007-2008: Grade-B, Reading-75%, Math-85%, Writing-85%, Science-38%. All subgroups met AYP. 2006-2007: Grade-A, Reading-78%, Math-82%, Writing-85%, Science-45%. Only SWD subgroup did not make AYP. 2005-2006: Grade-C, Reading-67%, Math-

					71%, Writing-59%. Only SWD subgroup did not make AYP. 2004-2005: Grade-B, Reading-64%, Math-72%, Writing-80%. Only SWD subgroup did not make AYP.
Assis Principal	Tammy Pohl	BS-Elementary Ed.-Florida Southern College; MEd-Guidance Counseling, University of Sarasota; ESOL Endorsement Certification in Educational Leadership from University of South Florida	2	2	Assistant Principal of Zolfo Springs Elementary in 2011-2012: Grade-C, Reading-49%, Math-58%, Writing-64%, Science-36%. Assistant Principal of Zolfo Springs Elementary in 2010-2011: Grade-B, Reading-68%, Math-71%, Writing-90%, Science-32%. Did not make AYP in the following subgroups: White, Hispanic, Econ. Dis., and SWD. Guidance Counselor of Wauchula Elementary School in: 2009-2010: Grade-B, Reading-77%; Math-83%; Writing-76%; Science-45%; Did not make AYP in the following subgroups: Econ. Dis. and SWD.

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)
All subjects	Angella Coleman	BA-Elementary Ed.-Florida Southern College; Elementary Ed. 1-6, ESOL Endorsement-State of Florida	1	1	Literacy Coach at Zolfo Springs Elementary in 2011-2012: Grade-C, Reading-49%, Math-58%, Writing-64%, Science-36%. 3rd grade teacher at Wauchula Elementary School in 2010-2011: Grade-A, Reading-76%, Math-87%, Writing-88%, Science-50%. Did not make AYP in the following subgroups: White, Hispanic, and Econ. Dis.

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	Beginning teachers meet monthly for training and support	District Resource Teacher & Literacy Coach	On-going	
2	New teachers are partnered with veteran staff	Assistant Principal	On-going	
3	Contact district personnel to post positions on district website	Principal	On-going	
4	Use teachertoteacher.com to find applicants	Principal	On-going	
5	Mentor provides support to beginning teachers - models lessons, provides training, resources	Literacy Coach	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

1		New Teacher: Assistance provided by administration and district personnel department in completing paperwork requirements for certification.

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
43	2.3%(1)	37.2%(16)	20.9%(9)	41.9%(18)	18.6%(8)	83.7%(36)	7.0%(3)	2.3%(1)	65.1%(28)

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
Angella Coleman	Jamie Lindsey Cole	Mrs. Cole is a first year teacher. Mrs. Coleman is the school's Literacy Coach with extensive knowledge of subject areas and successful teaching strategies.	The mentor and mentee will meet bimonthly in a professional learning community to discuss evidence-based strategies for each domain. Coaching, feedback, modeling lessons, and planning will be included in the mentoring program. The mentee will be given release time to observe in master teachers' classrooms.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Supplementary academic services are provided through after-school and summer school programs and technology resources. Title I, Part A, Title II, Part A, and the district collaborate to provide funding for staff development for the faculty.

Title I, Part A partially funds the school's Literacy Coach who supports the staff through professional development, mentoring, and other teacher support. Additionally, partial funding is provided by this program for the district's professional development coordinator who directs the Beginning Teacher Program for the district and provides additional professional development and support for the school. Zolfo Springs Elementary has one new teacher participating in the Beginning Teacher Program this school year.

Title I, Part C- Migrant

The migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the educational experience.

Title I, Part D

Title II

These funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, partial funding for the Literacy Coach, supplies and professional development for the Literacy Coach, and mentoring supplements. Additionally, incentive bonuses for high performing administrators are funded by Title II.

Title III

Title III addresses the unique needs of ELL/immigrant students. Specifically, Title III funds student access seats for the English in a Flash language program for ELL students.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds pay for one teacher at ZSES who teaches remedial students and provides extra duty for summer school teachers.

Violence Prevention Programs

Safe Schools funds the DARE program which teaches 5th graders the dangers of using alcohol, tobacco, and drugs and fosters a safe, drug free learning environment supporting student achievement.

Nutrition Programs

The School Breakfast Program provides nutritious breakfasts for paying students as well as students on the free or reduced meal program. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

National School Lunch Program funds nutritious lunches for paying students as well as for students on the free or reduced meal program. Healthy food supports achievement by providing nutrition to help students learn.

The Summer Food Services Program provides no cost nutritious breakfasts and lunches to community children ages 18 and younger in the school cafeteria including students attending the school site summer school.

Housing Programs

Head Start

Adult Education

The Hardee District's Adult and Community Education Program provides instruction not only to those adults seeking a GED but to those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population. Parents of students attending Zolfo Springs Elementary attend the ELL classes in an effort to learn English so that they can help their children with homework, improve communication with teachers, and seek employment.

Career and Technical Education

Job Training

Other

Title VI partially funds the District Data Coach, Performance Matters data management program, and the District Benchmark Assessment implementation.

State Class Size Reduction funds provide salaries for 14 teachers at Zolfo Springs Elementary.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Supports the vision for implementation of MTSS, conducts assessments of the MTSS skills of staff, assures implementation of intervention support and documentation, communicates with parents regarding MTSS plans and activities.

Select General Education Teachers(Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Guidance Counselor: monitors documentation, communicates with parents regarding MTSS plans and activities, helps identify systemic patterns of student need with respect to behavior

Literacy Coach: (Reading/Math/Science/Writing): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The MTSS team will meet monthly to engage in the following activities: Review FAIR screening data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations; meet with the classroom teacher and parents to develop intervention plans for students; review monitoring data and intervention strategies for success.

In addition to the MTSS Team, a Positive Behavior Support Team has been established to develop school-wide expectations, analyze office referral data, and provide "Cat Cash" incentives for students for displaying appropriate behavior. The PBS Team will be available to provide input to the MTSS process as appropriate related to behavior.

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

The MTSS Leadership Team will meet with the School Advisory Council (SAC) to provide information leading to an understanding of the goals of MTSS and how the process will improve student achievement. In addition, the MTSS team will evaluate the success of the procedures used to implement MTSS at mid-year and end-of-the-year.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessement Test (FCAT), CompassLearning Odyssey, District Benchmark Assessments, Performance Matters
Progress Monitoring: PMRN, CompassLearning Odyssey, District Benchmark Assessments
Midyear: Progress Monitoring and Reporting Network (PMRN), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of Year: PMRN, FCAT, End of Year assessment (K-2), CompassLearning Odyssey
Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

The School Leadership Team has been trained on targeting remediation strategies to actual skill deficits in small group and individual instruction. Ongoing professional develpment will be provided during teachers' common planning time and at faculty meetings. A MTSS evaluation session will be held in May.

Ongoing training and data review will be provided for PBS at monthly faculty meetings as needed.

Describe the plan to support MTSS.

Weekly data meetings with grade level and an administrative representative address skill deficits and interventions being provided.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Melanie Henderson
Assistant Principal - Tammy Pohl
AI Coach - Angella Coleman
Guidance Counselor - Leigh Beumel
Kindergarten teacher - Sandy Shivers
1st grade teacher - Sharon Ussery
2nd grade teacher - Kari Gicker
3rd grade teacher - Candace Bozeman
4th grade teacher - Sheena Hays
5th grade teacher - Laura Wells
ESE resource and inclusion teacher - Kay Crews
Reading remediation teacher - Sue Boyette

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

The Literacy Leadership Team will meet monthly to analyze the disaggregation of school-wide reading data and the effective implementation of the Common Core State Standards and practices during reading instruction. They will also monitor the use of differentiated instruction using Web's Depth of Knowledge and Collaborative Structures in each classroom during the 90 minute reading block. Representatives will report the use of the Common Core Standards in grade level planning in all grades. The team will monitor current reading data and determine additional means for student remediation outside the reading block.
The team will closely monitor the schoolwide plan for correlation to the Hardee County K-12 Reading Plan.

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

The major initiative will be the effective implementation of Common Core State Standards or Common Core instructional practices in each classroom during the 90 minute reading block. Team members will train staff and guide grade level planning for teaching reading to include 50% informational text at a higher level of text complexity. Team members will also guide grade level planning to include the integration of Common Core State Standards for English Language Arts and Math across all content areas. Members will guide grade level teachers through data disaggregation weekly to provide evidence for instructional interventions and or enrichment activities. Teachers must continue to document the use of multiple grouping and multiple materials to be used during the block. The team will serve as model teachers as necessary for new or seasoned teachers to observe.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

> The Hardee County VPK program was offered at Bowling Green Elementary School, Hilltop Elementary School, and Zolfo Springs Elementary School in June, July, and August for four and five year olds entering kindergarten in August. This program is state funded and provides instruction to prepare students for kindergarten.
>
> In May 2012, parents were invited to Kindergarten Round-Up to register their child, meet teachers, and learn about experiences and expectations during the first year of school. Parents received informational material provided in English and Spanish, picture books, activities, and crayons to help them work with their child at home. This information was also sent to local day cares and pre-schools for distribution to parents of kindergarten-age children. Tours of the school were also provided to the local day care facilities. While on tour, they were introduced to the kindergarten teachers and had lunch in our cafeteria to familiarize students with school procedures.
>
> ZSES provides a Boo Hoo Breakfast to Kindergarten parents the first day of school to help them separate from their child. Tissues, refreshments, and literature offering tips on working with their child are distributed.
>
> The FAIR assessment will be administered to kindergarten students within the first weeks of school to determine their level of readiness. In addition, teachers will complete the FLKRS teacher observation for each child. To familiarize students with their classroom and teacher, they and their parents are invited to attend Open House held the Friday before school starts. They are also invited to Back to School /Title 1 Orientation Night where families learn what the class has achieved in the first several weeks of school and receive information regarding Title 1 funding and programs offered at the school site.

*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:	According to the Florida School Grades Report, the percentage of students in grades 3-5 scoring Level 3 or above on the FCAT Reading test will increase by 21% (59).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 48% (120) of students in grades 3-5 on the 2012 FCAT Reading test.	According to the Florida School Grades Report, 69% (195)of students in grades 3-5 will score Level 3 or above on the 2013 FCAT Reading test.

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 ability to use complex informational text in a variety of content areas.	Teachers will be trained on using the interdisciplinary approach in reading using ELA and math Common Core State Standards and instructional practices in all content areas.	Teachers will use at least 50% of informational text while teaching reading in multiple content areas.	Principal, Literacy Coach Review lesson plans for increasing levels of text complexity and interdisciplinary use of instructional units in classrooms.	Record of lesson plans.
2	Students are unable to grasp concepts using only one modality of teaching.	Provide training in multiple modalities and the use of Promethean boards and Promethean software to all 3rd, 4th, and 5th grade teachers.	Principal, Literacy Coach, and classroom teachers	Review FAIR, district benchmark assessments, and mini-assessment reports as well as CWTs.	Records of CWTs
3	Students are not exposed to a variety of text types with increasing complexity.	The literacy coach will provide professional development to staff in levels of text complexity and their relationship to how students respond to what they read.	Principal, Literacy Coach	Review lesson plans and observe increasing levels of text complexity in classrooms.	Sign in sheets from training.
4	Students are unable to apply skills taught in isolation to overall literacy or reading in the content area.	Administration will train staff on the integrated approach of using reading, writing, listening, and speaking to strengthen overall literary development through the use of the CCSS in ELA and math.	Principal, Literacy Coach	Review lesson plans for increasing levels of text complexity and integration of reading, writing, listening, and speaking in instructional units in classrooms.	Sign in sheets from training.
5	Implementation and integration of the CCSS in ELA and math creates a need for additional planning and instructional time.	Administration will provide additional planning time to grades K-2 for incorporating CCSS with Next Generation Sunshine State Standards (NGSSS). Focus on using an interdisciplinary approach using more complex text for teaching all subjects.	Literacy Coach, Grade chairs	Weekly grade level review of common assessments during learning communities.	Classroom mini-assessments and district benchmark assessments
	Students need	The school will use FAIR,	Principal, Literacy	Review FAIR and mini-	Print out of FAIR

6	remediation in many particular specific skills.	district benchmark assessments, and classroom mini-assessments to monitor student progress and design instruction according to weaknesses in reporting categories.	Coach	assessment reports to assure teachers are planning instruction according to student needs.	data and item analyses from mini-assessments.
7	Student are not being challenged according to Web's Depth of Knowledge.	Teachers will increase use of higher order questions in lesson presentation.	Principal, Assistant Principal	Lesson plans will be reviewed during CWTs and will be submitted weekly through the OnCourse Lesson Planner program for Principal and Assistant Principal review.	Records of CWTs with a focus on frequency of higher order questions.
8	Student ability levels vary widely within classes.	Teachers will provide targeted small group instruction through guided reading of leveled reader books.	Principal, Literacy Coach	Administration will monitor small group instruction through classroom walkthroughs.	Effectiveness will be determined through FAIR and benchmark assessments.
9	Students lack vocabulary and background knowledge necessary for reading success.	Teachers will teach an explicit vocabulary curriculum, Elements of Reading-Vocabulary at each grade level.	Principal, Literacy Coach and classroom teacher	Student progress is assessed using FAIR and classroom mini-assessments.	FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.
10	Students are not asked enough higher order thinking questions.	To implement the Lesson Study process in reading in grades 3 and continue in grade 2 with a focus on student responses to higher order questioning strategies.	Assistant Principal, Literacy Coach	Review lesson study results in a debriefing session with grade level teachers participating.	Record of lesson study notes
11	Students lack the ability to analyze text for understanding.	Literacy coach will train staff on using Close Analytic Reading, CAR, in a monthly lesson in reading.	Principal, Literacy Coach	Review lesson plans for evidence of teaching CAR monthly.	Record of lesson plans.
12	Teachers require additional teaching materials to increase text complexity.	Administration will allocate funding to increase grade level libraries to include additional non-fiction novel sets or teacher read alouds chosen using the text examplars and sample performance tasks provided in the CCSS.	Principal	Review lesson plans and instructional units developed around text.	Record of lesson plans.
13	Migrant students travel to multiple schools each school year, making it difficult to determine their current levels of proficiency and provide appropriate interventions. In 2011-12, migrant students scoring Level 3 and above in reading was 42%.	Teachers will use Language for Learning, English in a Flash, and FCRR materials to provide remediation and/or enrichment to migrant students.	Administration, Literacy Coach	Review lesson plans and district benchmark assessment data.	Record of lesson plans and review of migrant data.

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

	Problem-Solving Process to Increase Student Achievement				

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	According to the Florida School Grades Report, the percentage of students in grades 3-5 scoring at levels 4 & 5 on FCAT reading will increase by 4% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 26% (72) of students in grades 3-5 scored in levels 4 & 5 on FCAT reading.	According to the Florida School Grades Report, 30% (85) of students in grade 3-5 will score in levels 4 & 5 on FCAT Reading.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate enrichment is not provided to students in the lower grades. The population of students labeled as gifted in grades 3 - 5 is only 2% (5).	An academically advanced (REACH) class will be offered in grades 2 through 5 for Gifted and high achieving students. Targeting students for enrichment in grades 2-3 may increase student gains into Levels 4 & 5 and increase the number of gifted students. Students will work at a faster pace and be assigned more rigorous work such as project based learning and enrichment activities.	REACH teachers, Administration	Classroom teachers and administration will review the progress of students during data chats with teachers 3 times during the year. Classroom mini-assessments, district benchmark assessments, and FAIR data will monitored.	Classroom mini-assessments, district benchmark assessments, FAIR data
2	Adequate enrichment is not provided to students in the lower grades. The population of students labeled as gifted in grades 3 - 5 is only 2% (5).	Target multiple modalities through the use of Promethean boards in academically advanced (REACH) classes in grades 2 through 5. Students will participate with response devices in daily interactive white board lessons.	REACH teachers, Administration	Classroom teachers and administration will review the progress of students during data chats with teachers 3 times during the year.	Classroom mini-assessment and district benchmark assessment data will be monitored.

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.	According to the Florida Alternative Assessment Report, 100% of students will maintain scores above Achievement Level 7 in reading on the Florida Alternative Assessment.

Reading Goal #2b:

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students scored above Achievement Level 7 in reading.	100% of students will score above Achievement Level 7 in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities may not have access to the general curriculum.	Students will be exposed to core curriculum in language arts, but at a different level of complexity through appropriate instruction aligned with the NGSSS Access Points.	Administration, Full time ESE Teacher	Review classroom lesson plans, classroom mini-assessments, and the Brigance assessment.	Florida Alternative Assessment Results

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	According to the Florida School Grades Report, the percentage of students in grades 3 - 5 making learning gains in reading will increase by 4% (12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 59% (166) of students showed learning gains in reading.	According to the Florida School Grades Report, 63% (178) of students will show a learning gain in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of their progress on assessments.	Data chats will be held with students at least three times a year to update students on their progress and needs still required to show gains on the FCAT test.	Classroom teacher, Principal, Literacy Coach	Student growth will be assessed by showing growth on FAIR, mini-assessments, and benchmark assessments.	Classroom mini-assessments, district benchmark assessments, FAIR data
2	Students are unable to master required skills during the 90 minute reading block.	Students scoring in the lowest quartile in their class will receive remediation from the reading remediation teacher for 30 minutes a day.	Principal, Reading Remediation teacher	Student growth will be assessed by showing growth on FAIR, mini-assessments, and benchmark assessments. Student groups will be adjusted according to lowest quartile after each assessment period.	Classroom mini-assessments, district benchmark assessments, FAIR data
3	Students are unable to master required skills during the 90 minute reading block.	All students in grades 1-5 will receive a 30 minute intervention block (Walk to Intervention or WTI) in their grade level.	Principal, classroom teachers	Student growth will be assessed by monitoring growth on FAIR, mini-assessments, and benchmark assessments. Student groups will be adjusted according to progress made toward the instructional focus or	Classroom mini-assessments, district benchmark assessments, FAIR data

				reading benchmarks covered in WTI.	
4	Students are unable to acquire meaning from text.	Teachers will be trained in the use of guided reading strategies to implement in their small group reading instruction.	Principal, Classroom teachers	Student growth will be assessed by showing growth on FAIR, mini-assessments, and benchmark assessments. Student groups will be adjusted according to reading deficiencies after each assessment period.	Classroom mini-assessments, district benchmark assessments, FAIR data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	According to the Florida School Grades Report, the percentage of students achieving learning gains in the lowest quartile on the 2012 FCAT Reading test decreased by 6% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 54% (19) of Lowest 25% showed learning gains in reading.	According to the Florida School Grades Report, 60% (22) of Lowest 25% will show learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students are unaware of their progress on assessments.	Teachers will conduct Data Chats with students at least quarterly.	Administration and Literacy Coach	Administrators will review log of student Data Chats during teacher Data Chats 3 times a year.	Administrators will data chat with students about how they performed on recent assessments.
	Students in the lowest 25% may not be receiving adequate	Successful strategies and services offered to the Lowest 25% will be	Principal, Literacy Coach, Grade level teachers, reading	Administrators will review log of student Data Chats during teacher	Administration to review assessment data of Lowest

2	services for remediation.	shared weekly in grade level meetings based on a review of data.	remediation teacher, resource and inclusion teachers	Data Chats 3 times a year.	25% after each benchmark.
3	Student ability levels vary greatly within classess.	Teachers will use Reading Triumphs Intervention series with students as necessary during small group instruction.	Administration, Teachers	Administrators will review data from FAIR, mini-assessments, benchmark tests.	Data from FAIR, mini-assessments, benchmark tests.
4	Student ability levels vary greatly within classess.	Teachers will use FCRR materials to design student centers and interventions correlated to student weaknesses in reading reporting categories.	Administration, Literacy Coach, Teachers	Administrators will review data from FAIR, mini-assessments, benchmark tests.	Data from FAIR, mini-assessments, benchmark tests
5	Students are unable to acquire meaning from text.	Teachers will be trained in the use of guided reading strategies to implement in their small group reading instruction.	Principal, Classroom teachers	Student growth will be assessed by showing growth on FAIR, mini-assessments, and benchmark assessments. Student groups will be adjusted according to reading deficiencies after each assessment period.	Classroom mini-assessments, district benchmark assessments, FAIR data

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 #
	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the overall student population did not meet the target in reading by a 1% deficit.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	58%	63%	67%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the white subgroup did not meet the target in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the white subgroup showed 55% making satisfactory progress in reading.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the white subgroup will show 63% making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to master the core curriculum in a whole group instructional setting.	Tier 1: Determine core instructional needs by reviewing FAIR data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block.	Literacy Coach, Administration	Literacy Coach and Administration will monitor the use of differentiation during small group instruction by observation. Percent of students making adequate progress will be tracked.	FAIR and Classroom mini-assessment data will be used to determine progress toward meeting each benchmark.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Student ability levels vary widely within classes.	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by FAIR data to include explicit instruction, modeled instruction, guided practice and independent practice	Literacy Coach	Literacy Coach and Administration will monitor the use of differentiation during small group instruction by observation. Percent of students making adequate progress will be tracked.	FAIR and Classroom mini-assessment data will be used to determine progress toward meeting each benchmark.
3	Student ability levels vary widely within classes.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced based, and provided in addition to core.	RtI team	Literacy Coach and Administration will monitor the use of differentiation during small group instruction by observation. Percent of students making adequate progress will be tracked.	FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.
4	Students are unable to acquire meaning from text.	Teachers will be trained in the use of guided reading strategies to implement in their small group reading instruction.	Principal, Classroom teachers	Student growth will be assessed by showing growth on FAIR, mini-assessments, and benchmark assessments. Student groups will be adjusted according to reading deficiencies after each assessment period.	Classroom mini-assessments, district benchmark assessments, FAIR data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the English language learner subgroup did not meet the target in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the English language learner subgroup showed 10% of students meeting the target in reading.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the English language learner subgroup will show at least 32% of students meeting the target in reading.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack proficiency in listening, speaking, reading, and writing in the English language.	The language and vocabulary building curriculum Language for Learning by McGraw Hill will be taught to all ESOL students by the ESOL paraprofessional.	Assistant Principal	Mini-benchmark assessments will determine placement, interventions, or advancement in the curriculum.	CELLA test, district benchmark assessments
2	Students lack proficiency in listening, speaking, reading, and writing in the English language.	The language and vocabulary building program Renaissance English in a Flash will be used by all ESOL students.	Assistant Principal	Records of time spent on program will be compared with scores on CELLA and district benchmark assessments.	CELLA test, district benchmark assessments

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

	5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Students with Disabilities (SWD) subgroup did not meet the target in reading.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Students with Disabilities (SWD) subgroup showed 18% of students meeting the target in reading.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Students with Disabilities (SWD) subgroup will show at least 28% of students meeting the target in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not progressing using whole group instruction for reading.	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by FAIR, mini-assessment, and district benchmark data to include explicit instruction, modeled instruction, guided practice in differentiated groups, and independent practice.	Literacy Coach, inclusion, and resource teachers	Student progress is assessed using FAIR and classroom mini-assessment.	FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.
2	Students lack specific skills necessary for progression in reading.	Tier 1: Determine core instructional needs by reviewing FAIR data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block.	Literacy Coach, inclusion, and resource teachers	Percent of students making adequate progress will be tracked.	FAIR, mini-assessment, and district benchmark data will be used to determine progress toward meeting reading benchmarks.
3	A one on one teacher to student ratio for teaching will be difficult for SWD in grades 3-5 due to an increase in students with the same number of teachers serving their academic needs.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced based, and provided in addition to core.	Literacy Coach, inclusion teahcers, resource teachers, and RtI team	Percent of students making adequate progress will be tracked. Adequate progress is determined by comparing student's trendline to aimline.	FAIR, mini-assessment, and district benchmark data will be used to determine progress toward meeting reading benchmarks.
4	SWD need additional time for reading instruction and remediation.	SWD will receive a 30 minute intervention block in their grade level aside from their inclusion and resource SWD services based on their IEPs.	Literacy Coach, inclusion teachers, resource teachers, and RtI team	Percent of students making adequate progress will be tracked. Student groups will be realigned based on progress toward instructional focus being targeted.	FAIR, mini-assessment, and district benchmark data will be used to determine progress toward meeting reading benchmarks.
5	The number of SWD in grades 3-5 has increased with the same number of teachers serving their academic needs.	Teachers will use Reading Triumphs Intervention series from Macmillan with students as necessary during small group instruction.	Literacy Coach, inclusion teachers, resource teachers, and RtI team	Percent of students making adequate progress will be tracked. Student groups will be realigned based on progress toward instructional focus being targeted.	FAIR, mini-assessment, and district benchmark data will be used to determine progress toward meeting reading benchmarks.

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Economically Disadvantaged subgroup did not meet the target in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Economically Disadvantaged subgroup showed 43% of students meeting the target in reading.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Economically Disadvantaged subgroup will show 49% of students meeting the target in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>86% of students at ZSE are economically disadvantaged. Many lack vocabulary and background knowledge.</td>
<td>Tier 1: Determine core instructional needs by reviewing FAIR data for all EDs. Plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block.</td>
<td>Literacy Coach</td>
<td>Student progress is assessed using FAIR and classroom mini-assessments.</td>
<td>FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.</td>
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<tr>
<td>2</td>
<td>Many students do not respond to core instruction alone.</td>
<td>Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by FAIR data to include explicit instruction, modeled instruction, guided practice and independent practice.</td>
<td>Literacy Coach</td>
<td>Percent of students making adequate progress will be tracked. Adequate progress is determined by comparing student's trendline to aimline.</td>
<td>FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.</td>
</tr>
<tr>
<td>3</td>
<td>86% of students at ZSE are economically disadvantaged. Many do not respond to core instruction alone.</td>
<td>Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced based, and provided in addition to core.</td>
<td>Literacy Coach and classroom teacher</td>
<td>Students progress is assessed using FAIR and mini-assessments for all students receiving Tier 3 targeted intervention.</td>
<td>FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.</td>
</tr>
<tr>
<td>4</td>
<td>86% of students at ZSE are economically disadvantaged. Many lack vocabulary and background knowledge.</td>
<td>An explicit vocabulary curriculum will be taught at each grade level.</td>
<td>Principal, Literacy Coach and classroom teacher</td>
<td>Student progress is assessed using FAIR and classroom mini-assessments.</td>
<td>FAIR and mini-assessment data will be used to determine progress toward meeting each benchmark.</td>
</tr>
</table>

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
Kagan Strategy Update	K - 2 Teachers	Angella Coleman	K - 2 Teachers	8/15/2012	Review teacher plans and observe use during classroom walkthroughs	Administration
Implementation of the CCSS- Integration and interdisciplinary use of CCSS in K-2 and instructional practices for 3-5. Best practices in CCSS shared by each grade level.	K - 5	Melanie Henderson, Angella Coleman	School-wide	8/14/2012	Review teacher plans and observe use during classroom walkthroughs	Administration
Teaching social studies using the CCSS interdisciplinary approach in the reading block	K - 2 Teachers	Angella Coleman - Literacy Coach	K - 2 Teachers	8/15/2012	Review teacher plans and observe use during classroom walkthroughs	Administration
Promethean Essentials	3 - 5 Teachers	Representative from Promethean	3 - 5 Teachers	8/15/2012	Review teacher plans and observe use during classroom walkthroughs	Administration
Performance Matters Data Disaggregation Update	K - 2 Teachers	Angella Coleman	K - 2 Teachers	9/19/2012	Data Chats with teachers and logs of teacher report use in Performance Matters	Administration
Performance Matters Data Disaggregation Update	3 - 5 Teachers	Angella Coleman	3-5 Teachers	9/19/2012	Data Chats with teachers and logs of teacher report use in Performance Matters	Administration
Teaching social studies using the CCSS interdisciplinary approach in the reading block	K - 5	Mike Pujul	School-wide	10/12/2012	Review teacher plans and observe use during classroom walkthroughs	Administration
Using the lesson study model to determine effectiveness of questioning strategies during lessons. Shadowing of 2nd grade in October, Training of 4th grade in November, and implementation of 4th grade in January.	2nd and 4th Grade Teachers	Tammy Pohl	2nd and 4th Grade Teachers	October, 2012 November, 2012 January, 2013	Review sign in sheets, lesson study tally reviews, and teacher lesson plans	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of phonics	Saxon Phonics refill kits for kindergarten	District - Textbook	$1,886.00
Track reading gains	Renaissance AR/STAR update	Title 1	$3,642.00
Teach skill specific reading deficiencies	Florida Ready Reading	District - Textbook	$2,577.00
Increase word building capacity	Pearson - Words Their Way	District - Textbook Related	$860.00
Increase vocabulary use	Elements of Reading - Vocabulary	District - Textbook	$4,193.00
Update social studies materials for reading in the content area	Houghton Mifflin Harcourt Social Studies	District - Textbook	$32,334.00
Teach skill specific reading deficiencies based on the CCSS	Continental Press - Finish Line	District - Textbook	$2,435.00
			Subtotal: $47,927.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Target multiple modalities of learning	Promethean Boards and Software	General - Capital Outlay	$3,698.00
Provide online learning paths for skill deficiencies	CompassLearning Odyssey yearly maintenance program	Title 1	$3,060.00
Provide online activities for skill deficiencies	Brain Pop	Title 1 - School Improvement	$1,650.00
			Subtotal: $8,408.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Target multiple modalities of learning	Promethean Essentials Training	General	$2,000.00
			Subtotal: $2,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $58,335.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Zolfo Springs Elementary School continues to focus on effective strategies in the area of reading instruction in grades K – 5. We operate on the belief that every child can learn with continued support and encouragement. We instill the love of reading and develop lifelong learners.
2012 Current Percent of Students Proficient in listening/speaking:	
64%(62) students scored proficient in listening/speaking on CELLA.	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students will not have opportunities in the	Teachers will utilize Kagan structures to	Administrators, ESOL Teacher,	Active (LY) and monitored (LF) students	Grade level indicators,

1	classroom to verbalize understanding of the English language.	allow for conversations and group activities. Teachers will utilize ESOL strategies that target listening and speaking.	ESOL Paraprofessional, Literacy Coach	will be monitored by the ESOL Teacher, Administrators, and Literacy Coach 3 times a year.	progress reports, and report cards

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:	Zolfo Springs Elementary School continues to focus on effective strategies in the area of reading instruction in grades K – 5. We operate on the belief that every child can learn with continued support and encouragement. We instill the love of reading and develop lifelong learners.

2012 Current Percent of Students Proficient in reading:

34%(33) students scored proficient in reading on CELLA.

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 will not utilize strategies when attempting to comprehend fiction and nonfiction passages.	Teachers will model, teach, and monitor the use of higher order questioning/response strategies. Teachers will model the use of CCSS strategies and monitor students to ensure the strategies are being utilized. Teachers will utilize Kagan structures to increase student engagement during the 90 minute reading block. Teachers will utilize Close reading to support students in acquiring skills to read passages critically. Teachers will utilize English in a Flash, a computerized vocabulary program, Language for Learning Vocabulary, and Elements of Reading Vocabulary to build vocabulary skills and background knowledge to help with reading development.	Administrators, Teachers, Literacy Coach, ESOL Paraprofessional	Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.	Grade level indicators, progress reports, and report cards

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

3. Students scoring proficient in writing.	Zolfo Springs Elementary School continues to focus on effective strategies in the area of reading instruction in

			grades K – 5. We operate on the belief that every child can learn with continued support and encouragement. We instill the love of reading and develop lifelong learners.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

27%(26)students scored proficient in writing on CELLA.

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 will not have the vocabulary background to write in English at grade level in a manner similar to non-ELL students.	Teachers will utilize vocabulary strategies through the Harcourt Reading series and supplemental literature books correlated to the Common Core Standards. Teachers will focus on difficult vocabulary skills such as inflection endings, plural nouns through phonic lessons and the vocabulary program, Language for Learning. Teachers will also utilize the Write Bright writing program. Teachers will utilize English in a Flash, a computerized vocabulary program, Language for Learning Vocabulary, and Elements of Reading Vocabulary to build vocabulary skills and background knowledge to help with reading development.	Teachers, Literacy Coach, ESOL paraprofessional, Administrators	Administrators/Literacy Coach collect writing samples from K – 5 classes and monitor the progress of students. ESOL paraprofessional collaborates with classroom teachers to provide support when necessary in areas of students' deficiencies.	Grade level indicators, progress report, and report cards

CELLA Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	According to the Florida School Grades Report, the percentage of students in grades 3-5 scoring Level 3 or above on the FCAT Math test will increase by 15% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 57% (161) of students in grades 3-5 scored Level 3 or above on the FCAT Math test.	According to the Florida School Grades Report, 72% (203) of students in grades 3-5 will score Level 3 or above on the FCAT Math test.

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 ability to use complex informational text in a variety of content areas.	Teachers will be trained on using the interdisciplinary approach in reading using ELA and math Common Core State Standards and instructional practices in all content areas.	Teachers will use at least 50% of informational text while teaching reading in multiple content areas.	Principal, Literacy Coach Review lesson plans for increasing levels of text complexity and interdisciplinary use of instructional units in classrooms.	Record of lesson plans.
2	Students are unable to grasp concepts using only one modality of teaching.	Provide training in multiple modalities and the use of Promethean boards and Promethean software to all 3rd, 4th, and 5th grade teachers.	Principal, Literacy Coach, and classroom teachers	Review FAIR, district benchmark assessments, and mini-assessment reports as well as CWTs.	Records of CWTs
3	Students are not exposed to a variety of text types with increasing complexity.	The literacy coach will provide professional development to staff in levels of text complexity and their relationship to how students respond to what they read.	Principal, Literacy Coach	Review lesson plans and observe increasing levels of text complexity in classrooms.	Sign in sheets from training.
4	Students are unable to apply skills taught in isolation to overall literacy or reading in the content area.	Administration will train staff on the integrated approach of using reading, writing, listening, and speaking to strengthen overall literary development through the use of the CCSS in ELA and math.	Principal, Literacy Coach	Review lesson plans for increasing levels of text complexity and integration of reading, writing, listening, and speaking in instructional units in classrooms.	Sign in sheets from training.
5	Implementation and integration of the CCSS in ELA and math creates a need for additional planning and instructional time.	Administration will provide additional planning time to grades K-2 for incorporating CCSS with Next Generation Sunshine State Standards (NGSSS). Focus on using an interdisciplinary approach using more complex text for teaching all subjects.	Literacy Coach, Grade chairs	Weekly grade level review of common assessments during learning communities.	Classroom mini-assessments and district benchmark assessments
6	Students at ZSE do not have prerequisite skills necessary for successful continuation in math.	Teachers will teach common math vocabulary and use essential questions in all classrooms.	Administrators, Literacy Coach	Focused walkthroughs by administration will be used to ensure all teachers are using common vocabulary and	Reports generated from CWTs. Progress of all students on classroom mini-

				essential questions.	assessments and district benchmark assessments
7	Students at ZSE do not have prerequisite skills necessary for successful continuation in math.	Word problems will be taught at all grade levels.	Administrators, Literacy Coach	Focused walkthroughs by administration will be used to ensure all teachers are focusing on word problems.	Reports generated from CWTs. Progress of all students on classroom mini-assessments and district benchmark assessments
8	Students at ZSE do not have prerequisite skills necessary for successful continuation in math.	Utilize technology program Compasslearning Odyssey.	Classroom Teachers, Math Lab paraprofessional	Teachers will report gains in data chats with administration.	Compasslearning Odyssey reports
9	Migrant students travel to multiple schools each school year, making it difficult to determine their current levels of proficiency and provide appropriate interventions. In 2011-12, migrant students scoring Level 3 and above on FCAT math was 45%.	Utilize the technology program Compasslearning Odyssey and FCAT Explorer to provide intensive math remediation and test preparation skills.	Classroom teachers	Review migrant subgroup after each district benchmark assessment during grade level data meetings.	District benchmark assessment data

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:	According to the Florida Alternative Assessment Report, 100% of students will increase scores into Achievement Level 7 or above in math on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students scored in Achievement Levels 4, 5 and 6 in math on the Florida Alternative Assessment.	100% of students will score in Achievement Level 7 or higher in math on the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities may not have access to the general curriculum.	Students will be exposed to core curriculum in math, but at a different level of complexity through appropriate instruction aligned with the NGSSS Access Points.	Administration, Full time ESE Teacher	Review classroom lesson plans, classroom mini-assessments, district benchmark assessments.	Florida Alternative Assessment Results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	According to the Florida School Grades Report, the percentage of students in grades 3-5 scoring in levels 4 & 5 on FCAT Math will increase by 5% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (78) of students in grades 3-5 scored in levels 4 & 5 on FCAT Math.	33% (93) of students in grade 3-5 will score in levels 4 & 5 on FCAT 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	Adequate enrichment is not provided to students in the lower grades. The population of students labeled as gifted in grades 3 - 5 is only 2% (5).	An academically advanced (REACH) class will be offered in grades 2 through 5 for Gifted and high achieving students. Targeting students for enrichment in grades 2-3 may increase student gains into Levels 4 & 5 and increase the number of gifted students. Students will work at a faster pace and be assigned more rigorous work such as project based learning and enrichment activities.	REACH teachers, Administration	Classroom teachers and administration will review the progress of students during data chats with teachers 3 times during the year. Classroom mini-assessments, district benchmark assessments, and FAIR data will monitored.	Classroom mini-assessments, district benchmark assessments, FAIR data
2	Adequate enrichment is not provided to students in the lower grades. The population of students labeled as gifted in grades 3 - 5 is only 2% (5).	Target multiple modalities through the use of Promethean boards in academically advanced (REACH) classes in grades 2 through 5. Students will participate with response devices in daily interactive white board lessons.	REACH teachers, Administration	Classroom teachers and administration will review the progress of students during data chats with teachers 3 times during the year.	Classroom mini-assessment and district benchmark assessment data will be monitored.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	According to the Florida Alternative Assessment Report, 100% of students will increase scores into Achievement Level 7 or above in math on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students scored in Achievement Levels 4, 5 and 6 in math on the Florida Alternative Assessment.	100% of students will increase scores into Achievement Level 7 or above in math on the Florida Alternative Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities may not have access to the general curriculum.	Students will be exposed to core curriculum in math, but at a different level of complexity through appropriate instruction aligned with the NGSSS Access Points.	Administration, Full time ESE Teacher	Review classroom lesson plans, classroom mini-assessments, and the Brigance assessment.	Florida Alternative Assessment Results

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

	3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	According to the Florida School Grades Report, the percentage of students achieving learning gains on the 2013 FCAT Math test will increase by 2% (5).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	According to the Florida School Grades Report, 62% (175) of students made learning gains on the FCAT Math test.	According to the Florida School Grades Report, 64% (180) of students will show a learning gain on the FCAT Math test.

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 are unaware of their progress on assessments.	Data chats will be held with students at least three times a year to update students on their progress and needs still required to show gains on the FCAT test.	Classroom teacher, Principal, Literacy Coach	Student growth will be assessed by showing growth on FAIR, mini-assessments, and benchmark assessments.	Classroom mini-assessments, district benchmark assessments, FAIR data
2	Students lack the ability to use complex informational text in a variety of content areas.	Teachers will be trained on using the interdisciplinary approach in math using ELA and math Common Core State Standards and instructional practices in all content areas. Teachers will use informational text while teaching reading in multiple content areas including math.	Principal, Literacy Coach	Review lesson plans for increasing levels of text complexity and interdisciplinary use of instructional units in classrooms.	Record of lesson plans.
3	Students at ZSE do not have the prerequisite skills necessary for successful continuation in math.	Word problems will be taught at all grade levels.	Administrators, Literacy Coach	Focused walkthroughs by administration will be used to ensure all teachers are focusing on word problems.	Progress of all students on classroom mini-assessments and district benchmark assessments.
4	Students at ZSE do not have the prerequisite skills necessary for successful continuation in math.	Teachers will teach common math vocabulary and use essential questions in all classrooms.	Administrators, Literacy Coach	Focused walkthroughs by administration will be used to ensure all teachers are using common vocabulary and essential questions.	Reports generated from CWTs. Progress of all students on classroom mini-assessments and district benchmark assessments.
5	Students are unable to grasp concepts using only one modality of teaching.	Use multiple modalities of teaching by using Promethean boards and Promethean software in all 3rd, 4th, and 5th grade classrooms.	Principal, Literacy Coach, and classroom teachers	Review FAIR and mini-assessment reports as well as CWTs.	Records of CWTs

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	According to the Florida School Grades Report, the percentage of students achieving learning gains in the lowest quartile on the FCAT Math test will increase by 16% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 53% (21) of students in the Lowest 25% made learning gains in math.	According to the Florida School Grades Report, 69% (27) of students in the Lowest 25% will continue to show learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of their progress on assessments.	Teachers will conduct Data Chats with students at least quarterly.	Administration and Literacy Coach	Administrators will review log of student Data Chats during teacher Data Chats 3 times a year.	Administrators will data chat with students about how they performed on recent assessments.
2	Students in the lowest 25% may not be receiving adequate services for remediation.	Successful strategies and services offered to the Lowest 25% will be shared weekly in grade level meetings based on a review of data.	Principal, Literacy Coach, Grade level teachers, reading remediation teacher, resource and inclusion teachers	Administrators will review log of student Data Chats during teacher Data Chats 3 times a year.	Administration to review assessment data of Lowest 25% after each benchmark.
3	Students are unable to retain prior learned math skills when a lesson is completed.	Teachers will provide cumulative practice for multiple skills based on NGSSS in math with SSS Math Warm-Ups, Drops in the Bucket, Mountain Math, and Everglades math.	Principal, grade level teachers	Item analysis will be done on mini assessments and district benchmark assessments to determine strengths and weaknesses.	Classroom mini-assessments and district benchmark assessments.
4	Students gain proficiency at different rates than others.	Teachers will use student performance data to identify specific skill areas of need and use data to guide and differentiate instruction.	Principal, grade level teachers	Teachers will compare mini-assessment and bendchmark data to determine if students have shown improvement.	Classroom mini-assessments and district benchmark assessments.

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the overall student population exceeded the target in math by 3%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	58%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, all student ethnicity subgroups met the target in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the current levels of performance per subgroup are: Black - 60% Hispanic - 52% White - 61%	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the current levels of performance per subgroup will be: Black - 58% Hispanic - 56% White - 60%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at ZSE do not have the prerequisite skills necessary for successful continuation in math.	Teachers will use student performance data to identify specific skill areas of need and use data to guide and differentiate instruction.	Principal, grade level teachers	Teachers will compare mini-assessment and bendchmark data to determine if students have shown improvement.	Classroom mini-assessments and district benchmark assessments.
2	Students are unable to grasp concepts using only one modality of teaching.	Use multiple modalities of teaching by installing Promethean boards and Promethean software in all 3rd, 4th, and 5th grade classrooms.	Principal, Literacy Coach, and classroom teachers	Review FAIR and mini-assessment reports as well as CWTs.	Records of CWTs
3	Teachers are not familiar with all components of Math series.	Provide professional development regarding ThinkCentral and online components of Math series.	Administration	Teachers will document use of ThinkCentral in lesson plans.	Classroom mini-assessments and district benchmark assessments as well as Go Math assessments from new math series

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the English language learner (ELL) subgroup did not meet the target in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the English language learner subgroup showed 10% of students meeting the target in math.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the English language learner subgroup will show 61% of students meeting the target in math.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			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 proficiency in listening, speaking, reading, and writing in the English language.	The language and vocabulary building curriculum, Language for Learning, by McGraw Hill will be taught to all ESOL students by the ESOL paraprofessional.	Assistant Principal	Mini-benchmark assessments will determine placement, interventions, or advancement in the curriculum.	CELLA test, district benchmark assessments
2	Students lack proficiency in listening, speaking, reading, and writing in the English language.	The language and vocabulary building program Renaissance English in a Flash will be used by all ESOL students.	Assistant Principal	Records of time spent on program will be compared with scores on CELLA and district benchmark assessments.	CELLA test, district benchmark assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Students with Disabilities (SWD) subgroup exceeded the target in math by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Students with Disabilities (SWD) subgroup showed 32% of students meeting the target in math.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Students with Disabilities (SWD) subgroup will show 38% of students meeting the target 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	The number of SWD in grades 3-5 has increased from 28 to 52 with the same number of teachers serving their academic needs.	Teachers will use student performance data to identify specific skill areas of need and use data to guide and differentiate instruction.	Principal, grade level teachers, SWD inclusion and resource teachers	Teachers will compare mini-assessment and bendchmark data to determine if students have shown improvement.	Classroom mini-assessments and district benchmark assessments.
2	Students at ZSE do not have the prerequisite skills necessary for successful continuation in math.	Teachers will teach common math vocabulary and use essential questions in all classrooms.	Administrators, Literacy Coach, SWD inclusion and resource teachers	Focused walkthroughs by administration will be used to ensure all teachers are using common vocabulary and essential questions.	Reports generated from CWTs. Progress of all students on classroom mini-assessments and district benchmark assessments.
3	Students at ZSE do not have the prerequisite skills necessary for successful continuation in math.	Word problems will be taught at all grade levels.	Administrators, Literacy Coach, SWD inclusion and resource teachers	Focused walkthroughs by administration will be used to ensure all teachers are focusing on word problems.	Progress of all students on classroom mini-assessments and district benchmark assessments.
	Students are unable to	Teachers will provide	Principal, grade	Item analysis will be done	Classroom mini-

| 4 | retain prior learned math skills when a lesson is completed. | cumulative practice for multiple skills based on NGSSS in math with SSS Math Warm-Ups and Everglades math. | level teachers | on mini assessments and district benchmark assessments to determine strengths and weaknesses. | assessments and district benchmark assessments. |
| 5 | Students are unable to grasp concepts using only one modality of teaching. | Use multiple modalities of teaching by installing Promethean boards and Promethean software in all 3rd, 4th, and 5th grade classrooms. | Principal, Literacy Coach, and classroom teachers | Review FAIR and mini-assessment reports as well as CWTs. | Records of CWTs |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Economically Disadvantaged subgroup exceeded the target in math by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Economically Disadvantaged subgroup showed 53% of students meeting the target in math.	Based on the Florida Department of Education's Annual Measureable Objectives (AMO) Report, the Economically Disadvantaged subgroup will show 57% of students meeting the target 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 are not responding to core math instruction at Tier 1.	Teachers will use student performance data to identify specific skill areas of need and use data to guide and differentiate instruction.	Principal, grade level teachers	Teachers will compare mini-assessment and bendchmark data to determine if students have shown improvement.	Classroom mini-assessments and district benchmark assessments.
2	Students have not been provided common math vocabulary necessary for skill building.	Teachers will teach common math vocabulary and use essential questions in all classrooms.	Administrators, Literacy Coach	Focused walkthroughs by administration will be used to ensure all teachers are using common vocabulary and essential questions.	Reports generated from CWTs. Progress of all students on classroom mini-assessments and district benchmark assessments.
3	86% of students at ZSE are economically disadvantaged.	Word problems will be taught at all grade levels.	Administrators, Literacy Coach	Focused walkthroughs by administration will be used to ensure all teachers are focusing on word problems.	Progress of all students on classroom mini-assessments and district benchmark assessments.
4	Students are unable to grasp concepts using only one modality of teaching.	Use multiple modalities of teaching by installing Promethean boards and Promethean software in all 3rd, 4th, and 5th grade classrooms	Principal, Literacy Coach, and classroom teachers	Review FAIR and mini-assessment reports as well as CWTs.	Records of CWTs
5	Teachers are not familiar with all components of Math series.	Provide professional development regarding ThinkCentral and online components of Math series.	Administration	Teachers will document use of ThinkCentral in lesson plans.	Classroom mini-assessments and district benchmark assessments as well as Go Math assessments from new math series.

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
Implementation of the CCSS-integration and interdisciplinary use of CCSS in K-2 and 8 instructional practices in math for 3-5 even though full implementation is not yet expected. Best practices in CCSS shared by each grade level.	K - 5	Melanie Henderson, Angella Coleman	School-wide	8/14/2012	Review teacher plans and observe use during classroom walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teach skill specific math deficiencies	Florida Ready Math - 3rd & 5th	District - Textbook	$2,577.00
Teach skill specific math deficiencies	Florida Ready Math - 4th Grade	Title 1 - School Improvement	$1,030.00
			Subtotal: $3,607.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,607.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	According to the Florida School Grades Report, the percentage of students in grades 3-5 scoring 3 or above on the FCAT science test will increase by 4% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 36% (35) of 5th grade students scored 3 or above on FCAT science.	40% (39) of 5th grade students will score 3 or above on FCAT science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to use complex informational text in a variety of content areas.	Teachers will be trained on using the interdisciplinary approach in reading using ELA and math Common Core State Standards and instructional practices in all content areas.	Teachers will use at least 50% of informational text while teaching reading in multiple content areas.	Principal, Literacy Coach Review lesson plans for increasing levels of text complexity and interdisciplinary use of instructional units in classrooms.	Record of lesson plans.
2	Students are unable to grasp concepts using only one modality of teaching.	Provide training in multiple modalities and the use of Promethean boards and Promethean software to all 3rd, 4th, and 5th grade teachers.	Principal, Literacy Coach, and classroom teachers	Review FAIR, district benchmark assessments, and mini-assessment reports as well as CWTs.	Records of CWTs
3	Students are not exposed to a variety of text types with increasing complexity.	The literacy coach will provide professional development to staff in levels of text complexity and their relationship to how students respond to what they read.	Principal, Literacy Coach	Review lesson plans and observe increasing levels of text complexity in classrooms.	Sign in sheets from training.
4	Students are unable to apply skills taught in isolation to overall literacy or reading in the content area.	Administration will train staff on the integrated approach of using reading, writing, listening, and speaking to strengthen overall literary development through the use of the CCSS in ELA and math.	Principal, Literacy Coach	Review lesson plans for increasing levels of text complexity and integration of reading, writing, listening, and speaking in instructional units in classrooms.	Sign in sheets from training.
5	Implementation and integration of the CCSS in ELA and math creates a need for additional planning and instructional time.	Administration will provide additional planning time to grades K-2 for incorporating CCSS with Next Generation Sunshine State Standards (NGSSS). Focus on using an interdisciplinary approach using more complex text for teaching all subjects.	Literacy Coach, Grade chairs	Weekly grade level review of common assessments during learning communities.	Classroom mini-assessments and district benchmark assessments
6	Students at ZSE have not acquired the background knowledge and vocabulary necessary for successful continuation in science.	Utilize hands-on experiments at least one time each week to increase understanding of the scientific process.	Administration, Al Coach	Lesson Plans will be monitored.	Progress of all students on classroom mini-assessments and district benchmark assessments.

	Students at ZSE do not see the correlation between science and the real world.	Provide real world science experiments and engaging activities.	Administration, AI Coach	Lesson plans will be monitored for use of Interactive websites and/or documentation of experiments.	Improvement on the district benchmark assessments
7					
8	Students at ZSE have not acquired the background knowledge and vocabulary necessary for successful continuation in science.	Utilize Compasslearning Odyssey to assign specific lessons correlated to NGSSS in science.	Administration, classroom teachers	Lesson Plans will be monitored.	Progress of all students on classroom mini-assessments and district benchmark assessments
9	Students at ZSE do not see the correlation between science and the real world.	All students will participate in a science project. Younger students will participate as a group or a class, while older students will be required to complete an individual science project.	Administrtation, Classroom teachers	A schoolwide science fair will be held for judging and viewing projects.	Judges score sheets

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	According to the Florida School Grades Report, the percentage of 5th grade students scoring at levels 4 & 5 on FCAT science will increase by 8% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Grades Report, 12% (12) of students in 5th grade scored in levels 4 & 5 on FCAT science.	According to the Florida School Grades Report, 20% (20) of students in grade 3-5 will score in levels 4 & 5 on FCAT science.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Adequate enrichment is not provided to students in the lower grades. The population of students labeled as gifted in grades 3 - 5 is only 2% (5).	An academically advanced (REACH) class will be offered in grades 2 through 5 for Gifted and high achieving students. Targeting students for enrichment in grades 2-3 may increase student gains into Levels 4 & 5 and increase the number of gifted students. Students will work at a faster pace and be assigned more rigorous work such as project based learning and enrichment activities.	REACH teachers, Administration	Classroom teachers and administration will review the progress of students during data chats with teachers 3 times during the year. Classroom mini-assessments, district benchmark assessments, and FAIR data will monitored.	Classroom mini-assessments, district benchmark assessments, FAIR data
2	Adequate enrichment is not provided to students in the lower grades. The population of students labeled as gifted in grades 3 - 5 is only 2% (5).	Target multiple modalities through the use of Promethean boards in academically advanced (REACH) classes in grades 2 through 5. Students will participate with response devices in daily interactive white board lessons.	REACH teachers, Administration	Classroom teachers and administration will review the progress of students during data chats with teachers 3 times during the year.	Classroom mini-assessment and district benchmark assessment data will be monitored.

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Implementation of the CCSS-Integration and interdisciplinary use of CCSS in K-2 and instructional practices for 3-5. Teaching reading in the content area using science. Best practices in CCSS shared by each grade level.	K - 5	Melanie Henderson, Angella Coleman	School-wide	8/14/2012	Review teacher plans and observe use during classroom walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide science stories for reading in the content area in 4th grade REACH	Weekly Reader	Title 1	$95.00
Provide incentives for participation in a science fair	Science distplay boards for science fair project participants and ribbons for winners	District supplies	$1,359.00
			Subtotal: $1,454.00
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: $1,454.00

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:	According to the Florida School Grades Report, the percentage of students meeting high standards of Level 3 or above on FCAT Writes! will increase by 20% (20).

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	According to the Florida School Grades Report, 62% (62) of fourth graders met high standards of Level 3 or above in writing.			According to the Florida School Grades Report, 82% (82) of fourth graders will meet high standards of Level 3 or above 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
1	Students are not prepared to write a complete essay prior to 4th grade.	A schoolwide writing curriculum will be used in grades 1-5 that uses the same lesson format, planning structures, and process.	Grade chairs, administration	Teachers will score the writings of another class at their grade level.	School and district writing benchmark tests.
2	Students do not have the vocabulary necessary to compose a Level 4-6 writing piece.	Elements of Reading Vocabulary will be used in all grade levels.	Literacy Coach, Administration	Teachers will monitor classroom writings for usage of vocabulary taught.	School and district writing benchmark tests.
3	Scoring rubrics will include more rigorous standards.	Increased attention will be targeted to the correct use of standard English conventions schoolwide.	Literacy Coach, Administration, Classroom teachers	Teachers will monitor classroom writings for correct usage of standard English taught.	School and district writing benchmark tests.
4	Scoring rubrics will include more rigorous standards.	Increased attention will be given to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities.	Literacy Coach, Administration, Classroom teachers	Teachers will monitor classroom writings for the quality of details.	School and district writing benchmark tests.
5	Students struggle to master the skill of writing in isolation.	Teachers will be trained and focus will be targeted to integrate evidence based listening, speaking, and writing into response to reading.	Administration, Literacy Coach	Administration will monitor the use of evidence based listening, speaking, and writing in response to reading.	Classroom walkthroughs and lesson plans.
6	Students are not prepared to write a complete essay prior to 4th grade.	A schoolwide curriculum, Write Bright, will be implemented. Professional development on the use of the software will be provided to teachers.	Administration, Literacy Coach, Nikki Swaine (consultant)	Administration and consultant will monitor the use and number of lessons taught by each teacher in grades 1 to 5.	Classroom walkthroughs, lesson plans, record of use of Write Bright.

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

Problem-Solving Process to Increase Student Achievement

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

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 as a process and in response to reading using Write Bright	K - 5	Nikki Swaine - Write Bright	School-wide	10/12/2012	Review schoolwide writing samples weekly and monitor teacher use during walkthroughs	Administration
Text Dependent Writing Instruction	K - 5	Angella Coleman - Literacy Coach	School-wide	October, 2012	Review schoolwide writing samples weekly and monitor teacher use during walkthroughs	Administration
FCAT 2.0 Writing Workshop	All	FLDOE	Angella Coleman - Literacy Coach	October, 2012	Review FLDOE's exemplar and anchor writing papers with faculty. Encourage grade levels to use anchor papers in addition to grade level rubrics when scoring writing papers.	Administration and Literacy Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Create student resources for writing embellishment	Card stock, colored paper, foam paper, brads, magnets, ring clips to create student writing resources designed by Melissa Forney	District - Supplies	$300.00
		Subtotal: $300.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To teach writing as a process and in response to reading	Write Bright online curriculum	Title 1 - School Improvement	$1,500.00
To build a foundation for the writing process	Starfall for Kindergarten Writing	District - Textbook	$230.00
		Subtotal: $1,730.00	

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: $2,030.00	

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:	Student attendance is necessary daily to ensure learning is taking place. Student absences lead to poor grades and lack of prerequisite skills necessary to build upon.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for 2011-12 was 95.09%.	The attendance rate for 2012-2013 will be 96%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
199 students had ten or more excused and/or unexcused absences.	175 or less students will have ten or more excused and/or unexcused absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
75 students had 10 or more excused and/or unexcused tardies.	60 students or less will have 10 or more excused and/or unexcused tardies.

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	Some parents may not see the value of having students present at school.	A Positive Behavior Support (PBS) system will be implemented schoolwide. Students will be motivated to attend school to earn "Cat Cash" given for exhibiting good behavior.	PBS team	PBS team meets monthly to review discipline and/or attendance concerns.	Genesis report of discipline and attendance.
2	Some parents may not see the value of having students present at school.	Teachers will make contact with parents upon the second unexcused absence.	Administration, Classroom teachers	Teacher will report attendance to administraton during data chats.	Parent contact logs, attendance reports
3	Some parents may not see the value of having students present at school.	Assistant principal will send truancy notifications to parents upon 3, 5, and 10 unexcused absences.	Assistant Principal	Administration will review attendance data quarterly.	Genesis attendance reports
4	Some parents are not aware that student attendance is being tracked.	An EduLink phone message will be sent to each student each day that they are absent from school.	Assistant Principal	Assistant principal will review call log reports daily.	Edulink call report log
	Students lack	Provide incentives for	Assistant Principal	Review quarterly award	Review award list

5	motivation to attend school.	attendance each 9 weeks with printed pencils.		list for increased number	

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
Increase attendance by providing motivation to attend.	Attendance pencil incentives	General - District Supplies	$110.00
		Subtotal: $110.00	
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: $110.00	

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:	Student suspensions take time away from the learning process and deter students from making academic gains.
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
8 out of school suspensions were reported.	7 or less out of school suspensions will be reported.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5 students were reported as being suspended.	4 or less students will be reported as being suspended.

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 do not understand fully that their behavior leading to a suspension is incorrect.	A Positive Behavior Support (PBS) system will be continued schoolwide. Students will be taught class and school expectations. When inappropriate behavior is exhibited, teachers will teach and model appropriate replacement behaviors.	PBS team, administration	PBS team meets monthly to review discipline and/or attendance concerns	Genesis report of discipline and attendance
2	Students need a mentor to monitor their behaviors daily.	A Check In/Check Out system will be used for targeted students matching them with a mentor who will greet them before school and review behavior daily after school.	PBS team, administration	PBS team meets monthly to review discipline and/or attendance concerns	Genesis report of discipline and attendance

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Communicating with parents	K - 5	Angella Coleman - Literacy Coach	School-wide	1st and 2nd semesters	Parent contact logs, conference logs	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maintain communication daily with parents.	Student planners for 2nd grade	General	$354.00
Maintain communication with parents daily	Homework folders for all students	General - District Supplies	$633.00
			Subtotal: $987.00
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: $987.00

End of Parent Involvement Goal(s)

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

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

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

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

No Data Submitted

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the use of phonics	Saxon Phonics refill kits for kindergarten	District - Textbook	$1,886.00
Reading	Track reading gains	Renaissance AR/STAR update	Title 1	$3,642.00
Reading	Teach skill specific reading deficiencies	Florida Ready Reading	District - Textbook	$2,577.00
Reading	Increase word building capacity	Pearson - Words Their Way	District - Textbook Related	$860.00
Reading	Increase vocabulary use	Elements of Reading - Vocabulary	District - Textbook	$4,193.00
Reading	Update social studies materials for reading in the content area	Houghton Mifflin Harcourt Social Studies	District - Textbook	$32,334.00
Reading	Teach skill specific reading deficiencies based on the CCSS	Continental Press - Finish Line	District - Textbook	$2,435.00
Mathematics	Teach skill specific math deficiencies	Florida Ready Math - 3rd & 5th	District - Textbook	$2,577.00
Mathematics	Teach skill specific math deficiencies	Florida Ready Math - 4th Grade	Title 1 - School Improvement	$1,030.00
Science	Provide science stories for reading in the content area in 4th grade REACH	Weekly Reader	Title 1	$95.00
Science	Provide incentives for participation in a science fair	Science distplay boards for science fair project participants and ribbons for winners	District supplies	$1,359.00
Writing	Create student resources for writing embellishment	Card stock, colored paper, foam paper, brads, magnets, ring clips to create student writing resources designed by Melissa Forney	District - Supplies	$300.00
Attendance	Increase attendance by providing motivation to attend.	Attendance pencil incentives	General - District Supplies	$110.00
Parent Involvement	Maintain communication daily with parents.	Student planners for 2nd grade	General	$354.00
Parent Involvement	Maintain communication with parents daily	Homework folders for all students	General - District Supplies	$633.00
				Subtotal: $54,385.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Target multiple modalities of learning	Promethean Boards and Software	General - Capital Outlay	$3,698.00
Reading	Provide online learning paths for skill deficiencies	CompassLearning Odyssey yearly maintenance program	Title 1	$3,060.00
Reading	Provide online activities for skill deficiencies	Brain Pop	Title 1 - School Improvement	$1,650.00
Writing	To teach writing as a process and in response to reading	Write Bright online curriculum	Title 1 - School Improvement	$1,500.00
Writing	To build a foundation for the writing process	Starfall for Kindergarten Writing	District - Textbook	$230.00
				Subtotal: $10,138.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Target multiple modalities of learning	Promethean Essentials Training	General	$2,000.00
				Subtotal: $2,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $66,523.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁⁿ Priority	ꞁⁿ Focus	ꞁⁿ Prevent	ꞁⁿ NA

Are you a reward school: ꞁⁿ Yes ꞁⁿ No

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

No Attachment (Uploaded on 9/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓   Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives and school-wide programs; staff development including travel, hiring substitute teachers, and other related activities;parent involvement trainings including dinner for families and supplies for make-it-take-it activities; and instructional support materials.	$3,086.40

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

The SAC will meet four times during the year at the school site. Activities will include: development of the School Improvement Plan in consultation with administration, development of the Parent Involvement Plan in consultation with administration, review of school-wide programs to meet the needs of the student population, review of progress toward meeting the goals of the SIP, review and revision of the SAC By-Laws, and providing input on improving parent involvement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hardee School District
ZOLFO SPRINGS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	71%	90%	32%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	63%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	68% (YES)			127	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Hardee School District
ZOLFO SPRINGS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	73%	67%	32%	243	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	54%	42%			96	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	27% (NO)			67	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					406	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested